

WORLD CONFERENCE — N. E. A.



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Volume XIX

SEPTEMBER 1923

No. 7

Symposium of
Oakland-San Francisco Meeting

Message From the State University

Economizing at the Expense of the Children

School Legislation in 1923

Official Department California Congress of
Mothers and Parent-Teacher Associations

Library Conventions

A CAKE PAGE

Chicago, September 1, 1923.

TO THE DOMESTIC SCIENCE TEACHERS OF THE NATION:

Certainly the measuring, mixing and baking of cake require not a little judgment. Here are just a few tested suggestions that may be of service in class work:

1. The best ingredients are essential—Calumet Baking Powder, for instance.
2. Great care must be taken in measuring and mixing ingredients.
3. Pans must be properly prepared.
4. Oven heat must be regulated and cake watched during baking. Cakes require "moderate" oven. Cakes without butter require a cooler and slower oven than those with butter. The larger the cake the "slower" the oven. A cake must not be moved in oven until it has risen to its full height. Directly after baking cake, remove it from the pan and cool.

These suggestions applied to the following "Reliable Recipes" will produce some real cake:

SNOW CAKE

$\frac{1}{4}$ cup butter
 $\frac{1}{2}$ cup white sugar
2 egg whites
 $\frac{1}{2}$ cup milk

1 $\frac{2}{3}$ cups flour
2 level teaspoons Calumet Baking Powder
 $\frac{1}{2}$ teaspoon vanilla

Cream the butter, add gradually the sugar and the vanilla. Beat the egg whites to a stiff froth and add. Sift the flour and baking powder together thoroughly and add to the first mixture alternately with the milk. Add egg after flour. Bake in a moderate oven 45 minutes. Cover with boiled frosting.

CALUMET CREAM CAKE

3 cups pastry flour
3 level teaspoons Calumet Baking Powder
 $\frac{1}{2}$ cup butter
1 $\frac{1}{4}$ cups granulated sugar

Yolk of 3 eggs
 $\frac{3}{4}$ cup cold water
Whites of 3 eggs
1 teaspoon orange extract

Sift flour once, then measure; add baking powder and sift three times; cream butter and sugar, add the well beaten yolks, then flour and water alternately, then extract, beat long and hard and fold in lightly the well beaten whites. Bake in moderately slow oven for 30 to 35 minutes.

CALUMET SUGAR COOKIES

2 cups sugar
1 cup butter
3 eggs
3 tablespoons water

1 teaspoon Calumet Baking Powder
1 teaspoon nutmeg
 $\frac{1}{2}$ teaspoon cloves
3 cups flour

Cream butter and sugar, beat in the whipped eggs, add baking powder and 1 cup flour, then water and spices, add the remaining flour gradually, working in more flour until the dough is stiff enough to roll. Sprinkle flour over pastry board. Make a ball of the dough, and lay it on the board. Rub the rolling pin with flour and roll out the dough into a sheet $\frac{1}{4}$ -inch thick. Cut in round cakes, sift granulated sugar over each, and bake quickly.

ALMOND DROP CAKES

3 cups pastry flour
3 level teaspoons Calumet Baking Powder
1 teaspoon cinnamon
Pinch of salt
 $\frac{3}{4}$ cup sugar

$\frac{3}{4}$ cup blanched and chopped almonds
Yolks of 3 eggs
 $\frac{2}{3}$ cup melted butter
 $\frac{2}{3}$ cup milk (scant)
2 eggs

Sift flour once, then measure, add baking powder, cinnamon and salt and sift three times, then put it in the mixing bowl. Add sugar, nuts, then eggs, butter, then milk and flour, beat all together thoroughly, drop in small spoonfuls on well oiled pan and bake in a medium oven until light brown.

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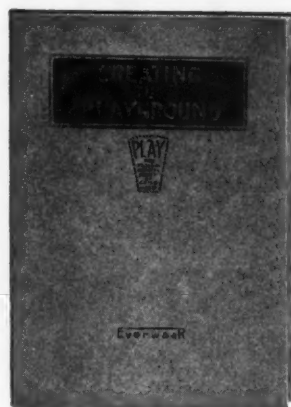


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Harding -- the Man

NEVER have we seen such sadness and depression in San Francisco as in the hours following announcement of the passing of President Harding. Even at the time of the great catastrophe of 1906, when we came to San Francisco as representative of the Los Angeles Chamber of Commerce, and found ruin and desolation, there was less of grief and dejection than there was on the evening of August 2 and the days following. There was a universal feeling of personal loss. People went about the streets quietly and reverently. They spoke of the President in terms of praise, not lightly or with censure or criticism. When on the evening of departure of the President's train for Washington, and the streets were packed by thousands, there was no noise, no confusion, no elbowing or jostling. A hush was upon the city and a mantle of reverence and affection upon its people.

There is a lesson here for the children in the schools. Too often are our public officials held up for ridicule. Personal ambitions or animosities or selfish interests or narrow vision call forth from us condemnation or criticism of those in high position, when we are entirely ignorant of motives that prompted their actions or of facts and conditions surrounding them. Always should those who have been appointed or elected to serve, be accorded the honor and dignity befitting the office. Only under such conditions can we hope to secure as public servants the best men and women of our generation, and only as we choose as leaders those best qualified to serve, can a Democracy justify itself.

And another lesson for the boys and girls of the schools, is the dignity and glory of simplicity. President Harding—the man—will go down in history. Power did not isolate him from the people; success did not lead to corruption or pride. He was not vain or haughty or ambitious. He believed in native goodness and virtue and every day honesty. He believed in people and his confidence and belief in them led to confidence and belief in him, even on the part of those who differed with him in political opinion. Quiet, forceful, reverent, a common man coming to the highest office in the gift of the people, from a boyhood of toil and hardship, Mr. Harding demonstrated in his life those most uncommon and desirable qualities without which no man can be truly great.

The schools may well devote valuable time in considering the lives and accomplishments of such characters as our late President. In so doing we shall tend to develop a better citizenship and change the words of Shakespeare to read: "The good that men do lives after them."

ARTHUR H. CHAMBERLAIN.



EDITORIAL



DURING the meetings of the National Education Association and World Conference, we were much pleased with the excellent publicity given the various sessions by the press of San Francisco, Oakland and the Bay Region. Throughout the state there were splendid telegraphic reports.

WORLD CRITICISM has been brought
CONFERENCE that the press of the country
AND N. E. A. generally gave several times
as much space to a prizefight

in a northwest state, as to the meetings of a World Conference participated in by delegates from 52 civilized countries of the world. It is a source of satisfaction, however, to be able to state, that never has a meeting of the National Education Association had so much or so good publicity as was accorded the 1923 sessions.

Each succeeding annual convention of the National Education Association, should, of course, be better than the last. Especially significant was the 1923 meeting held at the same time and in conjunction with the World Conference on Education. There was a certain seriousness of purpose that prevailed all sessions from first to last, and more than in any other year perhaps, did the speakers confine themselves to problems of first importance. Dr. A. O. Thomas, as Chairman of the Committee on Foreign Relations, arranged a program well balanced and calculated to bring out for discussion the outstanding problems now confronting the various nations participating. The conference broke up into groups and the findings and conclusions of these groups together with resolutions and recommendations went up to the various plenary sessions for final action.

To the close observer of the work of these various groups and of the plenary meetings, one fact stands out more prominently than any other. Leading educators and thinkers from whatever nation are in the last analysis at

work upon the solution of the same great problems. There is variance, of course, as to detail and method, but the fundamental thought in whatever country is toward the same end and will be one of the greatest elements in bringing together for common purposes, peoples who are separated by geography and race and color, rather than in ideas and ideals. Fundamentally there are more elements in common than in divergence among thinking peoples of whatever creed or country.

President Owen of the N. E. A., together with the officers of the general Association and the department heads, are deserving of high praise for their attention and devotion to a meeting, the results of which can not fail to be far-reaching. The local Oakland-San Francisco committee handled the convention to the eminent satisfaction of the entire country and state. There was a splendid organization with Superintendent Fred M. Hunter as Chairman, and but for the fact that time was consumed in traveling from one city to the other, there was little to be desired. In such a situation, it would have been better had all meetings during a given day been held in one city, these meetings to be followed by a day of meetings in the other city. As it was, a delegate would frequently miss a much desired meeting in order to reach a meeting on the opposite side of the bay, and in the end lose out entirely. We had occasion to remark facetiously that the next time a joint meeting of the N. E. A. and World Conference was held at the bay, we should advise the placing of exhibits and the holding of the conferences on the ferry boats, that all might have opportunity of full and undisturbed participation therein.

More than is ordinarily the case, the speakers were on time and the presiding officer kept the speakers within their time limits. There were however, too many speakers upon a given pro-

gram. We have had occasion to make this same comment upon every N. E. A. program for a number of years past. It is a common fault whether of local, state or national meetings. Much better would be the results were the five, six or seven speakers reduced to two and never more than three with the additional time devoted either to general discussion, or the meeting adjourned so as to provide opportunity for individual conferences and plans for committee work, etc. But whatever weaknesses are still to be found in the teachers' institute, state meeting or national association, the time and cost entailed is nothing as compared with the far-reaching results they serve. A. H. C.

THE public mind is sometimes prone to imagine that little progress is being made throughout the nation in applying the principles of thrift and economy to the problems of everyday life. It should be understood that all right thinking people are thoroughly in

PROGRESS IN THRIFT EDUCATION

accord with common sense practices in the field of thrift and conservation. Here in California, for example, we all know thoroughly well that in the matter of state expenditures, there are ample opportunities for economies to be practiced. It goes without saying, however, that frequently what appears on the surface to be an economy measure, through the saving or non-spending of money, is the worse kind of spend-thrift practice. Proper economy may consist in proper spending.

During the recent N. E. A. Convention, a report on thrift was made to the delegates by the chairman of the Committee on Thrift Education. It is significant to note that the Committee was formed eight years ago at the time of the Annual Meeting of the N. E. A. in California. In presenting his report of progress the chairman drew the attention of the delegates to the work in thrift education that had been carried on during the year in various centers throughout the nation. Special emphasis was given the course of study in thrift, as it has been made

a part of the curriculum of the elementary and high schools of Oakland. This preliminary course of study is illustrative of the principles of thrift as applied to problems and projects in the various school subjects. The course has been published in pamphlet form by the Committee on Thrift Education, copies to be obtained on request from Arthur H. Chamberlain, Chairman, Phelan Building, San Francisco.

Far seeing educators realize fully the need for an understanding of thrift principles; the necessity for inculcating thrift habits; the call for everyday practices of thrift in the lives of the people—in short, how thrift may be made a part of the school course of study as the only feasible plan for training future generations in the habits of economy and in an understanding of the wickedness of useless waste and extravagance. The work from kindergarten to high school should be carried on in conjunction with major subjects of instruction—English, the social studies, arithmetic, health education, science, vocational work, home economics, drawing, physical education, industrial arts. Projects and problems in abundance show how the work in English may be enriched and made to function in all school studies; the arithmetic is practicalized and carried over into everyday activities; the social studies, civics, citizenship, Americanization, biography, take on meaning and significance. Students are led into—not away from—a desire to save and spend wisely; to evaluate time and guard the health; to husband the resources of nature for the benefit of future generations.

Thrift thus taught does not add to the present over-full curriculum. When thus integrated, the course of study, while enriched, is really simplified. The committee on thrift education urges upon classroom teachers, principals, and supervising officers the need for experimentation and actual application of thrift work in the public schools.

During the sessions of the World Conference on Education, attention was focused upon the need for thrift, the result being a resolution by a committee appointed for the purpose, the

committee consisting of Mr. Harry Charlesworth, General Secretary of the Teachers Federation, British Columbia; Mr. George Pringle of Edinburgh, Scotland and Arthur H. Chamberlain, Chairman. The resolution was as follows:

"Realizing in this period of world reconstruction the vital importance of thrift in the economic life of every nation—

BE IT RESOLVED that we, the delegates assembled in the World Conference on Education favor the appointment of an International Committee on Thrift which shall study all phases of the problem and issue reports which shall be made available in all countries."

We shall watch with interest the result of this resolution and the development of the thrift idea during the present period of unrest and readjustment.

A. H. C.

SOME weeks ago Governor Richardson of California charged that school children were being used for political propaganda. This charge was immediately met by State Superintendent Will C. Wood in a challenge that cases be specifically cited to prove the charge.

WHERE
IS THE
"PROPAGANDA"?

The State Superintendent announced publicly that on proof of any such case, the same would be summarily dealt with.

Now comes Mayor F. W. Atkinson of Watsonville, publisher of the Watsonville Record, who is quoted at length in the San Francisco Chronicle of August 6. Mayor Atkinson, attracted by Wood's request for specific information, wrote to the Governor revealing "What the Governor's office brands as a flagrant misuse of school textbooks, to spread educational propaganda." Quotations from the letter follow:

"While Governor Richardson and Mr. Wood are on this subject, we would like to call attention to a matter which seems to have escaped attention. We have never seen it referred to in any discussion of the school situation.

"By whose authority, for example, was the propaganda inserted in the school textbooks comparing, to the disadvantage of

county officers, their salaries with those of the school officials?

"Also, by whose authority was propaganda inserted in the school textbooks giving the children a cynical view of city officials, many of whom devote their time to public work without pay? By whose authority was propaganda inserted in the textbooks to convey the idea that city officials are corrupt and use their positions for petty grafting?

"The schools of California are using an arithmetic, Book 3 of the California State Series, by Edwin Lee Thorndyke of the Teachers' College, Columbia University, New York.

"One of the amazing examples in this arithmetic gives hypothetical salaries of the superintendent and the various county officers in County A, County B, County C.

"The problem follows: 'Express each of the salaries of County A as a per cent of the salary of the superintendent of schools. 'How much higher is the salary for Sheriff in these three counties than the average salary for the superintendent of schools?'

"The City X and the City Y appear in another problem:

"What per cent of the total expenses for schools in City X was for teachers' salaries? The same in Y. Which city probably had the better teachers?

"A man in City Y claimed that if the city had not bought its coal from friends of politicians at high prices, and hired friends and politicians to make repairs that were not needed, the expense of coal could have been reduced.

"If the money so saved had been spent to get better teachers, by what per cent could the teachers' salaries have been increased?

"The question raised by the above need not be one of teachers' salaries, but merely of the flagrant misuse of the textbooks and the school children of the state to put over an idea.

"To the credit of the teachers be it said that many of them probably do not use these examples, but there they are in Book 3, and they form a part of the prescribed studies.

"It will be a new idea to county officers that they are being overpaid.

"To the conscientious city officers of

the country, who to their own private problems add the burdens of a devoted public service, it no doubt will refresh them in their labors to feel that the little children of the public schools are being given cheap and cynical opinions of them and of their work.

"It is often charged that there is altogether too much bolshevism in our colleges and universities. Does it help the condition any to begin thus early to discredit government in the minds of the young?"

If this letter were not ludicrous it would be pathetic. We almost feel we should apologize for using good space to reproduce it, or to enter into a discussion thereon. It is a fact, however, that many well meaning people may be influenced by the communication. Those who thoroughly analyze the situation will brand the whole matter as silly and puerile. It is almost unthinkable that the mayor of a city or the editor of a paper could permit himself to send out such a diatribe. That the governor would for a moment put his sanction upon such pronouncement, is regrettable.

For years one of the criticisms brought upon the public school, was that in arithmetic for example, the problems presented were not practical, everyday problems. Indeed the criticism was in a large degree justified. The arithmetic in question, whatever else may be said of it, abounds in problems that are taken from real life. There is every reason for the comparison of salaries of various county officers. To question the authority on which the material was inserted in the book is to show absolute ignorance in the matter of authorship. The book in question was compiled and published long before Governor Richardson announced his intention to enter the race for the governorship and long before Mrs. Pierce announced her ambitions to serve as a member of the Board of Control.

And again, are our newspaper editors and governors so little informed that they do not know that there are city officials who do lend themselves to corruption in city government? Have honest officials anything to fear from a statement of the fact? Is it not time that the

children in the schools were from the beginning taught that good citizenship demands honesty and integrity in public as well as in private affairs? One could imagine from this letter that the much abused term "propaganda" consisted in teaching usable and practical things in arithmetic, and in pointing out the benefits of good citizenship.

One of the worst features in this communication and indeed where the propaganda really lies, is the fact that the letter is intended to antagonize various county officials, so that they will look with suspicion upon school superintendents and others who are occupying positions of trust in the schools. The problems cited by the article itself, do not in any way reflect the impression that county officials are overpaid. But if our governor and editor admit that these county officers, other than school superintendents, are not overpaid, which they are not, what will they say, we ask, regarding the all too meagerly paid county superintendent of schools?

Our Editor and our Governor will find before they have finished with this matter that they sadly erred in their attempt to answer our State Superintendent.

A. H. C.

THE new member of the State Board of Education, Mr. T. M. Storke, is editor and publisher of the Santa Barbara News.

One occupying such position may be presumed to possess a background and appreciation of education for beyond that of the otherwise well informed man. We fear

"OUTRAGE UPON TAXPAYERS" such is not the case. An editorial in the July 26th issue of his paper, under caption,

"An Outrage Upon Taxpayers," would seem to indicate clearly that Mr. Storke is a man of little vision or is permitting the personal element or local politics to cloud his better judgment. Note the following from his pen in disapproval of the action of the Board of Education of Santa Barbara in increasing the cost of supervision in that city through more adequate salaries for Superintendent and others of the administrative staff.

and in appointing the Superintendent for a four-year term. The editorial says:

"The salaries affixed are as follows: Paul E. Stewart, who does not teach a single lesson, and who never has taught anything but an elementary school, \$5600.00. To Eldon Ford, who does not teach, \$3300.00; he is to assist Paul E. Stewart in doing nothing. Homer Martin gets \$4500.00 for not teaching in the Santa Barbara high school; Miss C. E. Dengate gets \$2100.00 for assisting Paul E. Stewart, who does not teach, and she receives also a per annum of \$300.00 for acting as secretary of the board of education. The clerk in the office receives \$120.00 per month for assisting the superintendent, who does not teach, and Mildred McCaleb, the stenographer, receives \$100.00 per month for stenography work for the superintendent who does not teach. W. F. Rodehamel, who, by the way, is the son-in-law of the mayor of the city of Santa Barbara, has had his compensation increased to \$215.00 per month as the official carpenter of the schools.

Now this is going some. Just what right the present school board had to enter into a contract with the superintendent of schools for a period of four years is a matter of great wonder to men who know anything about law. The board of education had no more right to enter into a contract for a definite term of office for a definite salary with the superintendent of schools, than the board of supervisors have the right to enter into a contract with any officer of the county for any period at a definite salary.

He was brought here at a salary of \$3500 per year. His success in the public schools of the city of Santa Barbara has not been such as to warrant the board of education in increasing to \$5600.00 his compensation. He is a man of no great educational ability. He is not a man that the average citizen of the city of Santa Barbara would desire to hold up as a pattern of good citizenship."

Is it possible that Mr. Storke does not know that the Board of Education is acting legally and wisely in securing Mr. Stewart for a four-year term? Is it possible he is so unacquainted with proper economy measures, and efficiency in administrative affairs as not to know that

great savings are effected through good organization and far sighted and adequate supervision? With a public press too many times inspired by political motives or powerful interests, ready to defame and tear down and discredit, is it any wonder we find difficulty in securing strong men and women to enter and remain in public school administration? Many who read such an article may be persuaded that the taxpayers' money is put to improper use in exorbitant salaries. The effect is not upon Mr. Stewart alone, who has made for himself a name far beyond the confines of Santa Barbara, but upon the whole field of education. The public schools are by far the greatest asset of the community. It is a shame and disgrace that those who know so little of administration or of the actual value of education should be so placed that by pen or official action they may do violence to our most cherished institutions. A. H. C.

THE various conferences, sub-conferences, and groups that assembled under the program of the World Conference on Education, resulted in a number of resolutions and declarations that should be of great moment in the economic, social, industrial and educational

INTERNATIONAL EDUCATION QUARTERLY

life of the peoples composing the various conferences. Following a discussion of the place of the educational journal in the development of the public school by Dr. Winship and the present writer, the latter presented the following resolution that received unanimous endorsement:

"In whatever civilized country, the fundamental principles underlying education in its broad meanings; the social attitudes; the human institutions have or should have common foundations. No channel is more effective for proper understanding than is the printed page of the magazine, the periodical, the bulletin, the pamphlet, the monograph.

BE IT RESOLVED therefore, that this conference consider ways and means for establishing an International Education Quarterly. This should be an international

review of reviews, culling the best and most fundamental thought as given in the pages of the various educational publications of the nations and so organized and edited as to make the material of the greatest value to all."

As we have often pointed out, the strength of the educational press of the country should be mobilized. With effort concentrated and centered and with emphasis placed upon matters of fundamental importance rather than upon that which is superficial or obsolete, the educational press could be made a tremendous power. As indicated in the resolution the time is perhaps opportune for the establishment of a publication of international scope. In the pages of this periodical should be featured the outstanding facts and discussions pertaining to education in the various countries. Such an assembling would reveal common thought and understanding far beyond what the average well informed person would suppose to exist.

A. H. C.

THERE are before the State Supreme Court of California, a number of cases at law, decision upon which will prove momentous to the cause of education in the state. These cases have been brought on mandamus proceedings by a number of the com-

STATE BUDGET SITUATION

mmissions, bureaus and departments that are altogether or partly self-sustaining. One question at issue is, whether the fees collected by one or another of these departments for example, shall be placed to the credit of the department, or whether all such fees shall go into the general fund to be used for the payment of any legitimate expense as provided under the Governor's budget. It is the contention of Governor Richardson and of Mrs. Nellie Brewer Pierce, the chief budget-maker, that these moneys may not be all rated to their various departments, but are to be included in the general fund. Thus Controller Ray L. Riley is confronted with a serious problem and he dare not draw warrants to pay legitimate and outstanding bills until he

is certain of his position and that litigation will not follow. Hence these test cases.

Attorney General Webb has advised Controller Riley that the special funds have not been abrogated by the Budget Act which was enacted by the people as an initiative measure, or by the Budget Bill passed by the last legislature. The Board of Control, however, holds the opposite view. The cases in question were heard before the Supreme Court sitting en banc at Los Angeles on August 8. The case of Will C. Wood versus Riley was the first to be heard. The State Superintendent requires that the Controller turn over one percent of an appropriation of some \$2,000,000 to meet the expenses incident to the administration of the various state teachers' colleges. Wood does not ask for additional money but only that one per cent of the appropriation be applied to administrative purposes. Mr. Wood was represented by Devlin & Devlin, the state by Andrew F. Burke.

Other cases were those of the Railroad Commission against the Controller, the latter having refused to credit the Commission with certain moneys collected and sent in by them. The Western Shore Lumber Company in its case, presented a phase of distinct interest to the schools of the state. Certain lands were sold by this company to the state some years ago. The papers were properly drawn and an initial payment made with agreement for annual payments of \$15,000. The governor maintains that the legislation providing for the annual payment is superseded by the Budget Act. Should the Supreme Court so decide, even though the point involves a statutory rather than a constitutional provision, the question might later arise as to whether the Budget Amendment takes precedence over Constitutional Amendment No. 16.

The California Teachers' Association has retained the firm of Morgan & Hill of Los Angeles to act as *Amicus Curia*. As a Friend of the Court we are in a position to watch proceedings at every step. Following the arguments that were made on August 8th, briefs are now to be filed. These briefs must be filed

by the contestants within two weeks, the state being given ten days for answer. It is then expected that the Court will permit an additional ten days for reply by the petitioners.

A. H. C.

THE California Congress of Mothers and Parent-Teacher Associations represents the organized mothers of the state. This powerful organization with its more than 80,000 members is the strongest state body in the nation. It has something like 950 local organiza-

THE PARENT-TEACHER ASSOCIATIONS

tions in California. During the past year this magazine has from month to month presented articles prepared by members of this association. These articles have given teachers generally a much better understanding and appreciation of the fine constructive work being done throughout California by the many Parent-Teacher Associations. It has been increasingly apparent that while this organization and the California Teachers' Association should each preserve its distinctive unity, it was highly desirable for the members of each organization to know more about the others' work.

As a result of the feeling and after full consideration the congress at the annual convention held in Stockton last May by resolution unanimously adopted the Sierra Educational News as its official state magazine. This issue of the publication is the first carrying the Official Department. Teachers will find in this Department a splendid article by Mrs. Hugh Bradford, State President, with brief notes from the State Chairmen of Departments, each giving a brief idea of the work to be done during the coming year and of the cooperation desired from the schools. A note from State Superintendent of Public Instruction Will C. Wood calls upon the teachers to cooperate in every possible way with the Parent-Teacher Associations.

All this is as it should be. The mothers and the teachers of California have a common aim, and that, the welfare of the child. With

separate organizations representing home and school but with the same practical ideals, such cooperation is certain to continue to result in bettering school conditions generally throughout California. Teachers are urged to read from month to month material in this official Parent-Teacher Association Department. In a similar way the body of the magazine will serve to acquaint the organized mothers of California with the plans and policies of the teachers of the state. Such cooperation work can only result in good.

J. A. B.

AMONG a number of significant educational changes since our last issue appeared, three only are to be mentioned briefly. Dr. W. W. Campbell becomes President of the University of California, succeeding Dr. David P. Barrows, resigned. Detailed announcement of Dr. Campbell's appointment was made in our February, 1923 issue. His active induction into office occurred at the beginning of

IMPORTANT EDUCATIONAL CHANGES

the summer. At this writing there is every evidence that President Campbell is in entire sympathy with the public school program in this state. Attention is called to a significant statement appearing over his signature and published elsewhere in these pages.

Dr. W. W. Kemp, formerly of the Department of Education, University of California, and more recently President of the State Teachers' College at San Jose, has accepted appointment as Dean of the School of Education, succeeding Dr. Alexis F. Lange, resigned. Dr. Lange, who in recent months has not been in the best of health, carried on certain of his duties until the close of the year.

Succeeding President Kemp at San Jose is Dr. Edwin R. Snyder, for years the Commissioner of Vocational Education in the state of California. Dr. Snyder has filled the post of Commissioner since its inception nearly a decade ago. He is nationally known as an authority on vocational and industrial education.

A. H. C.

World Conference and N. E. A.

SOME SIDE LIGHTS OAKLAND-SAN FRANCISCO MEETING

JAS. A. BARR

Alert, prompt, efficient, Dr. Owen was an ideal presiding officer. His address on "The Changing American School Program" touched the "high water mark" of educational statesmanship.

* * *

In 1915, "World Peace Through Education," was the "dream" of the San Francisco Exposition. In 1923, it was the "dream" of the World Conference on Education. And many "dreams" come true.

* * *

While the attendance was good, the attendance from California was exceptional. The Golden State is always loyal to the N. E. A.

* * *

Crabtree, Morgan, Allan, Miss Williams, Engleman, Norton, Shankland, Mrs. Hixon, Miss Winn, Miss Chase,—a half score of N. E. A. executives. Always "on the job," smiling, courteous, efficient.

* * *

Following established precedent, 1923 was "women's year." Miss Olive M. Jones, Principal, Public School No. 120, New York City, was elected President of the National Education Association for 1923-24. She is a real organizer and is certain to make the 1924 meeting a big success.

* * *

A provisional Constitution for a World Federation of Educational Associations was set up. Says the Constitution: "The objects of this Federation shall be to secure international cooperation in educational enterprises, to foster the dissemination of information concerning education in all its forms among nations and peoples, to cultivate international goodwill, and to promote the interests of peace throughout the world."

* * *

The World Conference on Education, the first of its type ever held, was attended by representatives of some fifty nations. Among a few of the topics considered were the follow-

ing: World Peace, Universal Education and the Removal of Illiteracy, International Text-books, Universal Library Service, International Good Will Day, Thrift Education, Dissemination of Educational Information, Rural Life Conservation, etc.

* * *

Visual Education was very much in evidence. The report of the Committee on Visual Education and Cooperation with the Motion Picture Producers made timely suggestions and recommendations. The National Council of Education devoted an entire afternoon to the various phases of Visual Education. A special Visual Education Conference gave two afternoons to considering notable addresses and reports. Among the most striking were those by Superintendent Mortenson of Chicago, Dr. Winship of Boston and Professor Judd of the University of Chicago. The Visual Education exhibit, a group of twenty individual exhibits, was the largest, best arranged and most visited exhibit in the auditorium. No one could visit the exhibits or attend these programs with their big audiences without feeling that Visual Education had come to stay.

* * *

The World Conference designated May 18 of each year as International Good-Will Day, that date commemorating the opening of the first Hague Conference. It was recommended that on this day the flag of each nation, bordered in white, should be flown as an international flag.

* * *

During convention week the California Teachers Association kept "open house" in their booth in the Oakland Civic Auditorium. In the center of the exhibit space was a large placard with this brief statement: "A service organization faithfully working for the children of the West and the betterment of the teaching profession." But how, was the constant query, all leading to definite information on results such as Amendment No. 16, the Tenure Law,

Pensions, Better Salaries, etc. No advertising was solicited; no subscriptions asked; no memberships sought. It was service work,—service to inquirers, to our members, to advertisers, to exhibitors. Special information was cheerfully given to hundreds of inquirers concerning the climate and wonder spots of California.

Dr. Augustus O. Thomas, Chairman of the Foreign Relations Committee of the N. E. A., proved to be a splendid "educational pilot" for the World Conference. His program was definite, well-balanced, constructive. Well did he deserve the honor of being elected as the first President of the newly-formed World Federation of Educational Associations.

No meeting of the N. E. A. would be complete without that Dean of Educational Editors and Lecturers,—Dr. A. E. Winship of Boston. His response to the address of welcome was a real gem,—eloquent, pungent, informational.

The educational exhibits, displayed in the Civic Auditorium, San Francisco, were unusually helpful. The commercial exhibits were among the best yet seen at an N. E. A. Convention. They were displayed in the Oakland Auditorium, and, as they should be, in the same building with the Registration Bureau, the Secretary's Office, the N. E. A. Post Office and the hall used for sessions of the Representative Assembly. As a result, the exhibits were seen by every one.

A Committee from the World Conference, made up from experts in international law, may possibly prepare a textbook giving the fundamentals of governing conduct between nations. When one considers the problem of the Ruhr, the "plunging" German mark, the constant wars and rumors of wars in the Balkans, the isolation of Russia, the emphasis given to nationalism everywhere, the task seems about hopeless. But the effort will be worth while.

Besides the general sessions of the Representative Assembly of the N. E. A. and of the World Conference, programs were presented by just a score of departments of the national body and by another score of affiliated educational organizations. As many as twenty-four distinctive programs were conducted at the same time in different halls in Oakland and San Francisco. The programs were so comprehensive that it required a book of 80 pages

to list subjects, speakers and meeting places.

Never were local arrangements for the N. E. A. better handled even in a state that so well "knows how." Everything from a glass of water for speakers to cordial greeting to every delegate when he stepped from the train, was thought of. Fred M. Hunter, as General Chairman of the Oakland-San Francisco Executive Committee, was distinctly the right man in the right place. A. J. Cloud, as Chairman of the Committee on World Conference, left nothing undone to make both home folk and foreign delegates feel at home. Miss Mary F. Mooney, State Director for California, devoted a result-getting year to the work of State Organization. Her election as Vice-President from California was a deserved recognition of work well done. She is succeeded as State Director for California by Wm. P. Dunlevy of San Diego, a present member of the California Council of Education, a deserved compliment both to man and to the "Sunny Southland."

Truly the National Education Association has had a wonderful growth during the last five years. The opening paragraph of Secretary Crabtree's annual report tells the story:

"The Association has had a marvelous growth during the past five years, climbing from an enrollment of 8,700 active members in 1918 to 118,000 in 1922, and perhaps to 140,000 in 1923. During the five years before 1918, the enrollment of active members ranged from 6,000 to 7,500. The increased membership since then has been largely the result of fundamental changes in policy, purpose and organization of the Association."

"Can America Finance Public Education?" is a question debated, more or less, from "The Hub" to the Golden Gate. Here is the essence of the answer given at the N. E. A. Convention by Dr. George D. Strayer of Columbia University:

"America spends one and one-half per cent of its annual income for national, state, and local education; over three times as much for national, state, and local governmental expenses, and has ample resources with which to finance an enlarged program of public education, though the purchasing power of the 1920 dollar is 34.5 cents as compared with the 1890 one hundred-cent dollar. During this thirty-year period, the modern system of public education has grown up, and national resources have greatly multiplied. This is in substance the answer to the question under discussion."

Paragraph Symposium of Oakland-San Francisco Meeting

MUST STAND TOGETHER

OLIVE M. JONES

Principal of Public School No. 120, New York City; President N. E. A. for 1924.

ATTACKS such as that in California are proofs of the outstanding fact that the school teachers of America must stand together in defense of public education.

It is the one thing that would cause teachers to unite to offset such attacks. As an organization we teachers are not interested in politics, but it is just such attacks as this that would cause the teachers to unite.

There are various forces behind these attacks. They are not coordinated, but they are all acting toward one common end. One of them is large corporate interests seeking to control taxation.

THRIFT EDUCATION EVERY WOMAN'S BUSINESS

EDITH McCLURE PATTERSON

Ohio State Federation of Women's Clubs
Dayton, Ohio

HOUSEWIVES are our greatest financiers. America's payroll for 1922 held seventy billion dollars, fifty of which was dispensed by women in carrying on the business of homemaking. Realizing that American women are far from being efficient in money spending, the General Federation of Women's Clubs, the largest and most forceful organization of women in the world, with a membership of three million, has appointed a Budget Specialist to help establish a budget system of household finance in every American home. Every girl today should be given a chance in the public schools to learn household budgeting and account keeping—planned money spending in order to fit her for the career of homemaker.

WORLD FRIENDSHIP THROUGH EDUCATION

FANNY FERN ANDREWS

Secretary, American School Citizenship League
Boston

WORLD friendship implies world cooperation and a mutual obligation of the nations to promote those ideals which make

for world comity. No one nation can establish world friendship. This is an international problem, which must be solved consciously and with determination.

The key to world friendship is education. What lies in the future depends upon the youth of today. A new world could be made through a universal training of youth in the ideals of good comradeship and interdependence which will supplant selfish national aspirations with straightforward diplomacy. Education as an agency to promote world friendship, should be put to the actual test. The schools of all countries should mould the thought of the children to this vision.

THE CLASSROOM TEACHER FROM THE STANDPOINT OF BUSINESS

ARVID REUTERDAHL

President Ramsey Institute of Technology
St. Paul, Minn.

FEUDALISM is rapidly disappearing in industry and business. No longer will free men and women tolerate servitude in any form of industry and business.

Progressive business men realize that their profits depend upon the efficiency of their employees. At the present time the manufacturer, the business man, and the professional man, whose vision is sufficiently broad, realizes the importance of providing a work environment that is cheerful, sanitary and free from the old oppressive atmosphere connected with the work establishments of former days. Employers today are fully aware of the fact that even these provisions are not sufficient to insure efficiency. There is an important reactive psychic factor which must be appreciated at its full value. In addition to this, the intellectual reactions of the employees are of paramount importance.

The greatest duty to be performed by the classroom teacher consists in safely guiding the dynamic energies of youth along the path of the common good. The faithful performance of this task by the classroom teachers of our country will result in a true social and economic development.

THE THREE B's MRS. A. H. REEVE

President National Congress of Mothers and Parent-Teacher Associations, Philadelphia.

MORE than half a million mothers in the United States are cooperating with the teachers of their children to prevent a dual standard of education at home and in the school. Parent power as a school auxiliary is an idea that has been on the market for twenty-seven years, but it has not been sold to every educator in the United States.

Reading, 'riting and 'rithmetic, the three R's, was the educational slogan long ago. It was followed by the three H's—hand, head, heart. After this came the three C's—conduct, character and citizenship. Today the slogan is the three B's—body, brain and bringing up.

The average mother thinks that when she has brought her child to school that the teacher will work out in the child the different problems she was unable to solve. This idea has given way to those mothers who are cooperating in an endeavor to aid and supplement the work of the teacher.

TEACH JUSTICE THROUGH EDUCATION DR. W. P. KUO

President National Southeastern University
Nanking, China

WE must teach the nations of the world to realize that true greatness and nobility of a nation does not depend upon its bigness, nor upon its military power, nor upon its wealth, but upon its just dealing and unselfish service to others. We must remove through education and other effective means all selfishness, pride, hatred, revenge between nations and cultivate in their place the spirit of good will, of sympathy and of mutual confidence. These are some of the problems that are involved in our task. What assurance have we that we are going to succeed? The answer is found in that old adage, "Where there is a will, there is a way." I share with others in the belief that if the five millions of teachers and educators of the world are fully convinced of the evils of war and the necessity for peace and are willing to dedicate themselves to the task, they can make a great contribution to the cause through the various educational agencies at their command. Their greatest service will naturally be the bringing up of a new generation of people possessing the right kind of ideals of international relationship.

THE CLASSROOM TEACHER AND PROGRESS IN EDUCATION FROM THE VIEWPOINT OF LABOR

JAMES J. DAVIS

Secretary of Labor, Washington, D. C.

TEACHERS ought to understand the underlying philosophies of the various industrial, social and political movements. Proselyting in the public schools for this or that economic "ism" should not be tolerated, and the teacher must distinguish clearly between instruction in structural history or economic movements and advocacy of such movements.

The grade school teacher can and should know the background of industry and commerce. The technique and craft, for example, of the printing trade can only be taught by a printing craftsman. But the part that the art of printing has played and is playing in building civilization should be taught by the grade teacher. The age of steam, of steel, of electricity, can be so taught by the grade teacher that each will take on a new and fascinating meaning in the student's mind. The part of the grade teacher in vocational training does not lie in the actual teaching of the trade, but in mental preparation for actual trade instruction.

RECREATIONAL READING AS PART OF THE PRESENT-DAY CURRICULUM

JAMES F. HOSIC

Associate Professor of Education, Teachers' College, Columbia University, New York City

GENERAL reading is often referred to as "outside reading." In practice that means that it is outside of the picture, to be done at odd times when there is nothing else pressing to be done. The term is unfortunate. The tendency to interpret "curriculum" as meaning a series of formal studies intended for recitation and examination is equally unfortunate. The curriculum should be taken to mean the entire opportunity which the school offers to our children.

The library should receive the same liberal support now freely accorded to the laboratory and the shop. Both occasion for general reading and guidance in it should be offered. All departments should cooperate in doing this, for no worthy study fails to lead on to reading that is done for its own sake. In appropriate ways young people should be made to feel that their elders take as much pride and joy in their progress in capacity for pure enjoyment as in any other achievement whatever. The

teacher who is himself a genuine lover and companion of books will find the way to do this.

VISUAL EDUCATION IN COMMUNITY CENTER WORK

MRS. SUSAN M. DORSEY,

City Superintendent of Schools, Los Angeles

THE club, the church and the school are three agencies for visual education in the community. Sometimes one of these agencies is the more appropriate, sometimes another, but always the public school offers itself as the most available, since it is the natural community center, and here visual education for the community has a right to lodge.

By all means let visual education have its full fruition in the school house as a community center, let school authorities relax a little their sense of ownership and cooperate with interested and intelligent citizens to make the school property serve the highest interest of the entire community. There is no more senseless extravagance than great masses of costly school masonry dead, inert, useless, night after night, while they might be throbbing with life and light, while the community through visual representation received an educational and spiritual uplift. The drawing power of the motion picture should be frankly acknowledged, and community leaders should set themselves to turn the "movie habit into educational account" through the public schools as a community center.

THE MEANING OF THE WORLD CONFERENCE

E. J. SAINSBURY

President National Union of Teachers of
England and Wales.

THE National Union of Teachers of England and Wales accepted the invitation to take part in the World Conference, being fully impressed with the urgency and importance of establishing amity and concord among the nations of the world through education. We would gladly welcome a federation of teachers with a view to accomplishing that end, and it appears to us that the time is opportune for such a federation on a really international line.

The failure to educate people in international affairs has produced and will produce evil results. A good understanding and a feeling of trust must be engendered among the nations and this is possible, in the long run, only by laying the foundations in the schools, for "The

World is Saved by the Breath of School Children," says the Talmud. Whatever, therefore, we wish to see introduced into the life of the people must first be introduced into the schools.

NOTE FROM ANNUAL ADDRESS

WILLIAM B. OWEN

President National Education Association
Chicago

THE elementary school is rapidly undergoing a fundamental reconstruction. We do nothing as we did ten years ago. We now are guided by that new science of education which has been developed in the teachers' colleges, which forces us to a new basis of practice. We no longer look across the water for leadership. The methods of teaching have changed, because the methods of learning have been given study in the psychological laboratory.

Under these circumstances, the American child is learning to compete against himself; to achieve not a personal standard, but one set up by all children of his age throughout the country; a standard that is socially determined. And he is achieving this standard under the guidance of group life, in which all school-room tasks now have become cooperative.

LAG OF PRACTICE BEHIND THEORY

JOSEPH M. GWINN,

Superintendent of Schools, San Francisco

THEORY lags behind practice when teachers stop growing. There is a tendency for teachers to ossify in the ten years following their graduation from a normal school. The view that one is never prepared for his job, but must always learn on the job, is characteristic of most teachers today, and fills our summer sessions of teacher training with hundreds of thousands of teachers.

Practice may follow or go before theory. Usually it is thought of as following, but in the origin of theory, practice goes before and is subject to analysis and thinking, from which the new theory is developed. The classroom teacher is so enmeshed with the details of teaching and managing forty live American children that she has no time and is not favorably situated for analyzing her practice and developing new theory. It is necessary to go apart to the highly trained researchers in the universities for theory, and so theory is advanced and summer school attendance moves up their theory and also their practice. The

gap is still lessened through the work of bureaus of educational research in connection with school systems—bringing the university to the school room, and through requiring adequate professional training and skill of all who would serve as supervisors.

THE RESPONSIBILITY OF THE HOME ECONOMICS TEACHERS TO TRAIN THE CONSUMER

MRS. MARY S. WOOLMAN

Lecturer on Textiles, Boston

THE financial world has awakened to the need of eliminating wastes in industry and distribution. The Federated American Engineers surveyed six industries, textiles and clothing being included. They have brought out a report of their findings, with suggestions for improvements. The United States Department of Commerce and the United States Chamber of Commerce have been working on simplification by the elimination of unnecessary styles, sizes and cartons. The Bureau of Standards has been called upon for advice by manufacturers' associations who are considering reorganizing their methods to eliminate waste. Codes of ethics are being drawn between interrelated industries to overcome methods adverse to success. The Better Business Commissions are working to remove misleading terms and improve advertising methods.

Home economics teachers must acquaint themselves with these forward economic movements, for their success depends largely on the cooperation of the consumer, whose ignorance and opposition will defer the day when better economic and ethical standards will prevail in the industrial world. The opportunity and responsibility for increasing in textile matters lies with the teacher of home economics.

PART-TIME EDUCATION FOR BOYS

D. O. BRILLHART

Acting Director of Part-Time Education
Oakland

THE primary object of all education is to keep the road of equal opportunity open for each youth. Because of poverty, disease, bad home conditions, that road is closed at the age of sixteen for most of our boys and girls. The part-time school is one means of keeping the road open for two years longer. Specifically, boys need vocational guidance, not the theoretical guidance we are all familiar with;

but in addition to mental tests and book knowledge of industry, they need to be exposed to various trades. In a pre-vocational part-time shop, this work can be done. The boy then can be placed in industry, his work watched by the coordinator, and such readjustment made as may appear necessary. In addition to these services, a part-time boy requires an opportunity to get related trade information, most of which could not be given until the boy actually took his place in the trade. The character of this information will vary with the trades. In addition to this bridging the gap between the school and industry, the boy should have health and citizenship instruction.

THE NEW RURAL SCHOOL

MRS. GRACE C. STANLEY

Commissioner of Elementary Education
Sacramento

TEACH in a rural school in order to put in practice your new educational theories. Wonderful opportunities in rural teaching await you who have initiative and originality. A few years of work in such schools will bring the whole world to your doors to learn of you.

For the past fifty years the movement from the country to the city has been almost unchecked. Schools have felt the impulse quite as much as any other department of our civilized life. The advantages of city schools have been held before us so constantly that we have come to think of them as having no points of inferiority over rural schools. Superior organization, equipment, division of labor, higher pay, more secure tenure, the pleasure of more extended social contacts, opportunities for study and growth in the profession, to say nothing of greater ease and comfort, have all been dwelt upon at great length by educational writers.

On the other hand, the picture of the rural school, unless it might be converted into a consolidated school, has been dismal enough, and the only possible reasons that could be offered for undertaking such a task were necessity or the mission spirit. The curse of education today is its dependence on formal tasks through the medium of strict organization. In the large cities where organization has its most deadly grip by virtue of the large masses involved, you and your personality are in danger of being lost. In the rural and village communities is the hope of salvation for you and for education.

WHAT IS A CITIZEN?

ARTHUR D. DEAN

Teachers' College, Columbia University
New York City

THE Constitution of the United States defines a citizen. A standard dictionary also does it. But it would not be very much of a country if its citizens met only the terms laid down in the Constitution or only the words of a definition. A person who can mumble a few paragraphs of a document or write his name or read a sentence or take an oath has only a limited stock of tools and a mighty large promissory note on which to meet payment. One can only grow into citizenship. Quite contrary to established custom, he cannot even be born into it. The man to whom it is sworn may not have it. The owner of the uplifted hand may never get it. I doubt if anyone can really point to anyone who has it in its fullest measure. Even Christ would have hesitated with becoming humility in stating that he was a perfect citizen. Most assuredly one would have to travel far in this country or any country to discover a perfectly good citizen. There are many near citizens.

The public schools are trying hard to make good citizens. They find it a real job. The demands upon modern citizenship have gone beyond the Constitution and the dictionary. If the schools and colleges take sixteen years to graduate near citizens, how is it that many a person who never went to school has become an economic, a family, a social, and a religious citizen? The answer is that work, sobriety, savings, newspapers, unions, home, church, and many other factors contribute to citizenship training.

ILLITERACY AND WORLD PROGRESS

CORA WILSON STEWART

Chairman Illiteracy Commission
Frankfort, Ky.

THIS is more than a fight on illiteracy. It is a fight on crime, disease, war and other enemies of mankind which illiteracy breeds. Illiteracy is related to and intertwined with every phase of national life and world progress. Illiteracy spreads disease. In illiterate sections the precautions of sanitation are little known and practiced, and innocent children pay the penalty with their lives.

Here infant mortality mounts to the top-most round. Illiteracy is the foe of commerce. The manufacturer of pencils, pens, ink and paper will not reap one dollar from the pockets

of illiterates, and all other manufacturers of merchandise, save the coarsest commodities, will have to look elsewhere for customers to purchase their wares. Illiterates can neither afford fine goods nor appreciate modern convenience.

The removal of adult illiteracy is one of the most important problems we have to face. It is the "John the Baptist" that must go before character, health education, thrift and all the rest. An ignorant people in any nation, or in any quarter of the world, can obstruct the plans for advancement arranged for the welfare of mankind. We must have all men and women enlightened throughout the world, that they may lend their aid in making the world a safer and happier place to live in.

PROGRESS DURING EIGHT YEARS

A. E. WINSHIP

Editor Journal of Education, Boston

THE past eight years have seen greater changes in the interest of educational democracy than did the seventy preceding years. High school enrollment has increased more than one hundred per cent. Then colleges and universities had experts scouring the country for recruits. Now they have installed barbed wire protection to keep out the high school crowd. Then most colleges had a preparatory department; now a college would be criticised if it had any non-standardized students.

Then no state required boy or girl to be sixteen years of age or have an eighth grade diploma before leaving school for work. Now two-thirds of the children of the United States are under such a law. Then there was no state with teacher tenure. Now no state is respectable without it.

Then in only three states did the State Normal Schools have college courses and give college credit. Now more than ninety State Normal Schools are authorized to provide college work looking ultimately to a degree. Eight years ago a consolidated school was a curiosity. Now there are a thousand of them, the poorest of them palatial as compared with the best "little red schoolhouse" of 1915. Then there were a few teachers' homes in country districts. Now there are a thousand, some costing \$50,000 or more.

Any book on physics, electricity or astronomy written eight years ago is out of date; any geography or history written eight years ago is spineless; any philosophy or pedagogy

of eight years ago is nerveless; any book on physiology or psychology that is eight years old is a joke; any book on chemistry, biology or sociology written eight years ago is a comedy; and any book on economics, industry or commerce written eight years ago is a tragedy.

We bring California, after eight years in the East, a new world. But the best is yet to be; the last for which the first was made. We are here with greater plans and nobler purposes than were dreamed of even when we adjourned in Boston last July.

EDUCATION AND WORLD PROGRESS

AUGUSTUS O. THOMAS

State Commissioner of Education, Augusta, Me.

WORLD relationship has changed in a decade. Modern invention and discovery have diminished both time and distance. Nations are now thrown into one community and must live together as though huddled upon one street. In the days when the nations were separated by dreaded seas and almost impassable mountains they were able to get along in a primitive way without a universal touch; today nations must live together. Each nation has something which will add to the convenience, prosperity and happiness of other nations, and that thing, whether it be food or raiment, or music, or art, or literature, or machinery, or invention, or opportunity in a thousand forms, must be available to all. No nation can live unto itself alone.

More and more are we coming to appreciate the school and to assign to it greater values and require of it a larger service. Leagues of Nations, World Courts, Peace Treaties, Education Conferences have desirable elements and help the world to live together, but before we can establish them in the fullness of their service to mankind, we must have the proper fundamental and spiritual values, and those spiritual values must await the longer processes of education.

Not of one country alone must a person be a citizen, but he must assume a citizenship of each, a world citizenship. This citizenship must be founded on an "international consciousness." We must have an "international heart" and a "world mind." This "world mind" is largely an attitude or habit of thinking in the larger unit, of regarding the nations as co-operating parts of a great whole. It is learning to measure other peoples by their own standards and getting their own point of view rather than measuring by our standards and

using our point of view. It is a recognition of those groups of attitudes, processes, traits and ideals which constitute national character. The question now is, has the world progressed to such a point, or will it ever come to such a point in the fundamental principles of morality that the nations can live together as sharers in the world's civilization? We need to apply the Golden Rule not only to individual contact, but in the relationship of nations.

We do not seek to destroy national identity but rather to increase the respect of each nation for its flag and to help make that flag a real symbol of national worth, to increase the prosperity, contentment and happiness of the people who live within its shadow.

THE UNIVERSITY AND MORAL TRAINING

DAVID STARR JORDAN

President Emeritus Stanford University
California

THE bane of higher education is the desire to substitute system and drill for inspiration, to develop methods and standards in place of the contagion of intellect. In human life, there is no substitute for intelligence. There is no high type of morals not built or braced by intelligence, and it is for the promotion and shaping of intelligence that the university exists. It is a condition where every facility and every inducement should be given for the mind to shape itself.

The university as such does not give opinions, but means to form them. In its lower reaches an opinion is but a prejudice, and to those who receive opinion ready made it can never rise above that grade. A university aids the student to form solid opinions for himself, to train his mind to deal with nature, with books and with humanity.

Though the trend of university education, on the whole, is toward sane and moral life, and though it can have no higher final end, it cannot pursue its result through any systematized machinery. No system of rewards and punishments ever made men good or wise, and none is more futile than that of honors balanced against demerit marks. Enforced attendance at prayers or chapel, or for that matter, at anything else, fails to rouse the spiritual nature, and didactic teaching or paternal scolding are alike ineffective. The university man should rise above the cheap temptations which beset youth on every side, now tenfold more numerous than before war raised the

lid under which society tried to confine vulgarity and folly.

The foes the university man of today must meet are more subtle than those which center in jazz and bootlegging, as varied as his own relations to society. To meet these, the university should be a strong aid. It has about four roads to this end: the contagion of personality, the inspiration of intellect, the arousing of enthusiasm for intensive work, the devotion to helpfulness towards others. As for the first, to turn our youth towards righteousness we must show them "how righteousness looks when it is lived;" as to the second, a great teacher alway leaves a great mark on every student with whom he comes into real contact; as to the third, great investigators breed investigators—there is an intellectual heredity among scholars as well as a physical one, as every serious worker recognizes.

The university can exert a tremendous influence for moral life, but only through the unflinching devotion of its members. And this influence must be exerted spontaneously, even unconsciously, by men alien to all forms of vulgarity and vice, and in thorough sympathy with the best in mind or morals in the idealism of youth.

DISCOVERING AND SELECTING NEW MATERIAL

SELDEN C. SMITH

Pacific Coast Manager, Ginn & Co.
San Francisco

PERHAPS one of the most fruitful fields for those prospecting for manuscripts are educational meetings of all sorts where questions of the day are being discussed. If you will attend all of these meetings faithfully—for which you ought to be paid double—you will sooner or later find men and women here and there making good, expressing ideas, no matter whether new and appealing or old and standard, but which stick, and for which there is a demand in printed form. Follow up the lead. You may find a gold mine and, again, you may not.

Probably more successful books are made and discovered in the classroom than elsewhere. A school book is simply the way one teacher has taught the subject, or thinks he would teach it or have it taught. When a teacher advocates by word of mouth a certain way of teaching a subject, he is called a lecturer. When he puts into print, through his

publishers, his way of teaching, he is called an author.

A fact well known to publishers of experience is that the man who is acknowledged to be a great teacher or a great scholar is not necessarily a great writer of text books. Neither can a man sit down with a pile of mental tests, school surveys, and other scientific paraphernalia before him and say, "According to my investigations and those of my tribe, educational thought must be crystallized in this way and in none other." In other words, you can't make a text book with a rule, a handsaw and a hammer. That was tried thirty or forty years ago here in California. A whole series was written, and the author got about two dollars and a half a day for his work. He was, perhaps, overpaid, and the schools suffered. Text book authors are born and not made. It just as surely takes a genius with a special talent to write a text book as it does to write a best selling novel.

Oftentimes, it is the busiest man or woman who makes the best book, and not the man of the cloister. If you can only corral one of these lightning strikers long enough to get his ideas on paper, you usually have something which works well in the crystallizing process. After all, it is the discovering of the man rather than of the manuscript that makes or breaks the publisher.

Look about you, mark the successful educational publishers, and you'll find that they have discovered a few authors who know how to write text books—which, interpreted, means authors who know how to sense and crystallize educational thought through the selection and placing in book form of material which teachers will use—for a year or two, perhaps.

This crystallizing of thinking through educational literature isn't so easy to do as some would have you think. It is easier to sense new educational thoughts than it is to crystallize them. You no sooner think you have one crystallized and that you have published the last word on some oldtime subject, than up jumps a brand new "educational grasshopper" with beautiful bright colors which, upon investigation, you find was about ready to burst forth from its chrysalis stage just when you thought you had everything crystallized.

Therefore, I presume the only thing for the educational publisher to do, especially if he wants to make both ends meet, is not to try to crystallize educational thought—even though he may have conviction as to a few thoughts

that ought to be crystallized—but rather go ahead with his nose in the air, sniffing for a new scent, and ready to be the intermediary between the teacher with the supposedly new idea and the teacher who is always on the lookout for an easier and better vehicle with which to travel the royal educational highway.

CITIZENSHIP THROUGH EDUCATION

WILL C. WOOD

Superintendent of Public Instruction
Sacramento

IT is obvious that no man liveth to himself alone. From the hour of birth, the individual is a member of a community. His first social contact is with the family, the oldest and most fundamental of all human institutions. When he develops powers of locomotion, he widens his sphere, making contacts with the members of the neighborhood, particularly with other children. At the age of five or six, he enters the school where he enlarges his social contacts and gets a wider vision of his place in the world. Schooling completed, he takes up his share of the world's burden by espousing a vocation or means of livelihood, thus relating himself to industry. When he emerges into full manhood, he becomes a member of the local body politic, with the right to a part in directing the civic activities of the community. The individual is first of all a citizen of the community in which he lives and with which he will have the closest contacts throughout life. Into this life he must be fitted in order that he may properly serve and be served. As he grows in social contacts, he must be given an understanding of the life about him so he may adjust himself to it.

I would also point out that in the twentieth century, no nation liveth to itself alone. America is today a member of the great family of nations — a leader of the nations. The American people have established such economic relations with the rest of the world, that we can not but be interested in the affairs of the rest of the world. The collapse of Germany, the failure of industry in Russia, a revolution in Mexico—all these things concern us because they effect the markets for American goods. America has become a great selling nation and her sales abroad will increase with the years. America has also become a great manufacturing nation, requiring raw material produced in South America and in the Orient. The last century of American

life concerned itself largely with domestic affairs; the present century will concern itself largely with foreign affairs because even our domestic affairs are being affected more and more by our foreign relations. The foreign relations of America, under our form of government, will be determined finally by the voters of America. They cannot be settled on a basis of provincialism. If we have close relations with our neighbors, we should take pains to know something of our neighbors—their history, their institutions, their traditions. Prudence and self interest dictate that Americans shall devote more time to the study of the history and customs of other nations, with which we have dealings. It is necessary for the maintenance of trade relations. It is also necessary for the peace of America and of the world. Wars are due chiefly to misunderstanding between nations, and misunderstanding between nations is due usually to lack of understanding of one another. World peace and concord depend upon the elimination of provincialism and the study of the history and institution of our neighbors to a degree enabling us to maintain peaceful relations with them. The citizen of America must therefore broaden his knowledge of history and of institutions in order to understand the international problems he must assist in solving.

Finally, the citizen of America must develop an understanding and appreciation of American ideals. A study of the history and institutions of foreign countries should not be allowed to dim our eyes to the glory of America and American ideals. I have no sympathy with any movement which would subordinate American ideals to those of a colorless and characterless internationalism. God made us different; he expects us to be different. Nay, he commended Israel to stand out and be a peculiar people. Ten of Israel's tribes in Babylonian bondage surrendered their peculiar ideals and were lost forever. The other two tribes were true to their peculiar faith and they live today, not only in the flesh but also in the religious ideals of the world's leading nations. In literature and history, in song and story, we should strive to keep alive the peculiar national purposes of America. The ideals of the Declaration of Independence, of the Constitution, of Washington's Farewell Address, of Lincoln's inaugural and Gettysburg speeches—all of these deserve a high place in the training of our future citizens.

SOCIALIZING THE SOCIAL STUDIES

H. B. WILSON

Superintendent of Schools, Berkeley.

WHAT is meant by the "socialized" school may be further indicated in an illustrative way by noting some of the marked contrasts between it and the "traditional" school. The course of study in the traditional school consisted of what adults believed children needed. In so far as the children were considered at all, the course of study content was measured by the interests and abilities of children. If it was believed a body of subject-matter could be comprehended by pupils and would be of interest to them, it was apt to be included. The socialized school tests the subject-matter it uses by these measures and in addition applies the social service or utility test. The socialized school asks "will the mastery of this information or the acquirements of this skill enable the pupil to meet in a better way some important responsibility or to do in a better way some important work the pupil is apt to be called upon to do?" If the answer to the question is negative the information or skill is omitted from the course of study even though the pupils might be both interested in and capable of mastering it. Further, the socialized school selects that information to be mastered and those skills to be developed which will render the largest service to the individual in practical life, realizing that the value of certain information and skills is so slight that they should be omitted in order that other information and skills of larger service value may be thoroughly mastered. For example, the value of knowing the apothecary's table and of possessing skill in its use is small in comparison with knowledge of and skill in the use of the avoirdupois table of weights. In the traditional school, pupils were required to know and be skilled in the use of both tables. The socialized school omits altogether the teaching of the apothecary's table. Its service value is too slight. The socialized school does not, however, neglect to train for crucial situations. For example, even though the knowledge may be seldom or never used, pupils should be taught the art of resuscitation from drowning, stopping loss of blood and so on.

In the traditional school, the pupil's text book exercised a dominating influence. It determined almost entirely the topics treated and the scope of the pupil's acquaintance with the

subject it treated. The procedure in the socialized school is much less determined by a text book. While the pupil usually has a basic text in each subject, instead of the chief concern being to master the pages and chapters of the text, progress is made mainly through the solution of problems and the execution of projects. The text book and other sources of help are a means of finding facts and other help that satisfactory progress may be made on the problems or projects. Wider reading and more investigating and experimenting find place in the socialized school.

Students taught by well equipped teachers, working to achieve the right ends through the social studies, employing therein only virile, infinitely valuable materials and following a procedure which brings greatest interest and arousal to learning on the part of the children, will inevitably come through their experiences equipped with adequate bodies of functional, socially valuable information. They will also possess those habits of conduct and reaction growing out of their participation experiences in the schools which will insure socially helpful conduct and undertakings in their future years. They will likewise manifest those broad minded types of interest and concern which will make it impossible for them to be satisfied with the equipment their formal training supplied them in the schools. They will be possessed by an overweening desire to study fundamentally and broadly the issues and problems and matters of concern about which they must do something as citizens. Such an attitude will guarantee the continued education of our citizenship by reason of their own aggressive interests and desires, in all of those new problems which must be solved of a local, national and international character if our citizenry is to acquit itself upon the highest level of American democratic thought and action.

OVER two million people left the farm last year for city life. Some left for financial reasons, some were lured by the greater attractiveness of social life, but many left so as to give their children the best possible educational advantages. The welfare of the country people must be safeguarded and increased in order to keep these millions of people in their country homes and to make the national welfare secure.

FLORENCE M. HALE,

State Agent for Rural Education, Augusta, Maine.

Conference and Convention Snap Shots

CHILDREN do not receive as good attention as a first class automobile in the majority of communities.

DR. THOMAS D. WOOD,
Teachers' College, Columbia University,
New York City.

I am glad that the conference for the highest aims of the human race is really succeeding, through the earnest efforts of the delegates. I have confidence in the establishment of a gospel for world education.

Cablegram to World Conference from
Baron Kato, Prime Minister of Japan.

THE best tie-up for the social side of school education is the Parent-Teacher Association. This connects the home with the school and the parents and the teachers can cooperate on the same measures.

E. D. RESSLER, Dean,
Department of Education, Oregon Agricultural College, Corvallis, Ore.

IT is unfair to emphasize the field of domestic life as the only place where women can find a place. Women are just as capable of learning household mechanics, mending an electric iron, or a leaky faucet, as men.

MARY STEWART,
Employment Service, U. S. Department of
Labor, Washington, D. C.

NINETY-NINE per cent of the women of India have no education against 90 per cent for the men. Government schools are crowded and though women are not now refused admission, there is no room for them.

HANSA MAUATHAI MEHTE,
Baroda, India.

OUR textbooks are the best in the world and reflect the advance in educational thought and practice in America. Their cost is but a trivial item in the total educational expenditures—about 2 per cent—but their importance on the youth of America is inestimable.

J. K. NORTON,
Director of Research, National Education
Association, Washington, D. C.

WE want American health facts and plans sent to Central America, we want scholarships to be established here for Central American teachers, and we want teachers sent from here to Central America to teach the care of children there.

JUANITA MOLINA,
Honduras.

THE moral responsibilities of the world lie in the structure of commerce and of the entire world of business. Get in contact with business men, you educators, and teach them what they should know of international ideals.

ROBERT NEWTON LYNCH,
Vice-president and General Manager, San
Francisco Chamber of Commerce.

THE present-day examination is one of the crudest methods used universally in our educational institutions today. It is the survivor of the old fire and water ordeals of the middle ages, as it applies the same measurement to all—no matter what may be the size of their intellect.

KARL F. ADAM,
Principal Lincoln High School, Seattle.

EDUCATORS are the ambassadors of friendship around the world. We must no longer teach that the world is a loose aggregation of parts, but that it is an organic whole, with all of its parts knit together in vital relationship. Youth must be taught to think in terms of the whole world and not in terms of one of the lesser parts.

FRANK F. BUNKER,
Executive Secretary Pan-Pacific Union,
Honolulu.

TEACH elements of American history and give comparisons with other governments. Children may then begin to exercise their minds on problems which elders are afraid to face. Do not Americanize foreigners too well. Teach the little Italian "flapper" to realize the tremendous heritage of her own country and its gifts to America. Infuse into children of foreign ancestry respect for them-

selves. The fate of America lies in your hands. Get away from bookmindedness to facts.

CHESTER ROWELL,
San Francisco.

GIVE the child or the advanced student a fair and correct idea of, neighboring people, their industry, their civilization and culture, and you have furnished him a solid basis on which to build that "world wide tolerance of the rights and privileges of all nations regardless of race or creed," that "sympathetic appreciation among all nations," that is the goal of the World Conference on Education.

FRANCISCO J. YANES,
Assistant Director, Pan-American Union,
Washington, D. C.

TESTIMONY from all sources bears out the fact that the work of the classroom teacher has been the chief factor in whatever progress has been made in the elimination of sex discrimination in the payment of salaries to teachers in our public schools, but the principle was not established without unceasing labor to overcome the traditional prejudices that existed.

JULIA E. SULLIVAN,
Wendell Phillips School, Boston.

THE making of a good citizen involves a program participated in by home, church, press, school, vacation and leisure occupations. All these agencies should teach the same ideals and modes of conduct, so that respect for law taught in the school may not be violated in home or in business and whenever other conflicts arise that cause the citizen in the making to miss the goal.

JOSEPH M. GWINN,
Superintendent of Schools, San Francisco.

MOST of health education costs nothing after it is taught. It is just as cheap to breathe deeply as to breathe shallowly in the top of the lungs. It costs no more to stand with shoulders thrown back than with them hunched over. It doesn't cost a single penny more to sleep with the window up at night than it does with it down. Correct, comfortable shoes are no more expensive than incorrect and uncomfortable ones.

DR. THOMAS D. WOOD,
Teachers' College, Columbia University,
New York City.

THERE is no room in the world today for anybody who does not, in one sense or another, really earn a living, and earning it, means contributing to community welfare as well as self-support. The safest way to accomplish both these ends is, in general, to learn to do some one thing well,—provided the foundations are laid in an adequate general education.

ORIE LATHAM HATCHER,
President Southern Women's Educational
Alliance, Richmond, Va.

OUR country's greatest growth and achievement in the last fifty years has been industry. For the next fifty years the greatest needs and possibilities of our country are in education, which includes the teaching of the essentials of life that underlie all true religions and philosophies, as well as information and the power best to use our facts and our faculties.

HARRISON S. ROBINSON,
President Oakland Chamber of Commerce,
Oakland.

CITIZENSHIP in the United States should be conferred upon an alien resident with the highest honor and dignity at the command of the Government. No matter what other ceremonies are conducted by schools or civic organizations, there should be a brief ceremony at the actual time of naturalization, such as having the Pledge of Allegiance, led by the color guard of the Boy Scouts. Such a ceremony is outside the province of the Naturalization Service; it rests wholly upon those interested in the community.

MRS. ANNE M. GODFREY,
Naturalization Service, U. S. Department
of Labor, San Francisco.

COURSES in the mental health of children are coming to be recognized as essential to good parenthood, as are courses in physical health. Laboratory work in the form of actual care and management of young children by home economic students has already been provided in eight universities. This work will be increased in variety and amount as soon as the distributors of university funds realize that adequate laboratory practice is as essential in this field as in any other. No farmer would send his son to study agriculture at a college where live stock is limited to one specimen each from cattledom, pigdom, poultrydom,

and beedom. Soon the laboratory facilities for study of children will include nursery-kindergarten-schools, attended by at least thirty children ranging in age from the cradle to six years.

ALMA L. BINZEL,

Assistant Professor of Child Training, University of Minnesota, Minneapolis, Minn.

THE United States is the only great nation of the world which has never had the official sanction of religion. The founders of French pre-Revolutionary doctrine, so thoroughly believed in toleration that they completely separated church and state, neither recognizing the church nor prescribing it.

Educators of every type and business, men like Roger Babson, blame education for the materialism of modern life. All agree that our colleges at present, because of overcrowding and because of limited physical equipment, are not able to stress cultural and physical values.

TULLY C. KNOWLES,

President College of the Pacific, San Jose.

A TEACHER-LIBRARIAN, not a book clerk, is essential in every modern elementary school. However, so great has been the urge that lack of funds has not deterred teachers from organizing and maintaining libraries on overtime.

The first plan in organization is to collect all books from the "room libraries" and assemble them in one class room under the management of a teacher as librarian. This makes available for the school much valuable material hitherto limited in its use. Weak places in the supply of material are discovered and remedied by consultation with teachers from various groups. The correlation of the library with all classes has exceeded the most sanguine expectations. Complaint as to the dearth of source material for history, geography and English has been largely eliminated, the library supplying not only information but proving to be of greatest value in cultivating the reading habit.

LULU SHELTON,

Washington School, Oakland.

WHILE today financiers and statesmen are seeking to settle a debt of the past, this conference will seek to settle a debt of the future. Education is the debt of maturity to youth, and this generation has a direct respon-

sibility to perform in the education of the oncoming citizens. This conference bids fair to open a new epoch in the advancement of civilization by bringing the nations closer together by more sympathetic cooperation and by developing these principles of education. It is not the purpose of the conference to dwell upon those rocks upon which nations may split.

AUGUSTUS O. THOMAS,

State Commissioner of Education, Augusta, Maine.

AMERICANIZATION workers must critically examine their efforts in the light of the most liberal interpretation of modern political and social life. The home teachers, the foreign press, the trade union, local improvement leagues, little mothers' clubs, better housing associations, etc., are the most potent factors in the organization of a community for social and civic enterprises. These supply the purposes that should actuate citizens to seek higher and higher levels of good citizenship, for live purposes create high sense of values, and citizenship classes are never wanting in number and in quality where live purposes abound.

FREDERICK WOELLNER,

University of California, Berkeley.

SUPERVISION is necessary to promote unity of purpose and cooperation, to help inexperienced teachers to master their work more quickly, to stimulate the more experienced teachers to keep up with the best work being done educationally.

In the past, supervision has been too often chiefly inspectorial, fault finding and mechanical in character. It is still frequently too arbitrary and misses its great opportunity for constructive leadership.

The teacher who thinks supervision unnecessary is hopeless. Some teachers, frequently the least efficient, resent supervision. The problem can be solved only when the teaching body and administrative staff meet on common ground to study the issues involved.

JESSE H. NEWLON,

Superintendent of Schools, Denver, Col.

ORAL reading drill tends to the formation of improper reading habits. In the first place, the fact that the pupil when reading aloud must concentrate his attention on punctuation, enunciation, articulation and expression precludes the possibility of his gathering

much meaning from what he reads. His mind is too much occupied with the mechanics of oral reading. In the second place, in oral reading every word has to be pronounced. The most efficient way to teach reading is by actual class drill in reading and not by practice in speaking, as heretofore. Intensive silent reading drill carried on over a period of fifteen to twenty days can increase the efficiency of the pupil's reading 50 per cent.

CHARLES POTTER,

Principal Rainier Elementary School, Seattle.

LARGE corporations get concerted action and effective cooperation by placing power and responsibility in one place. Education is as distinct a business as banking or railroad-ing, and equally needs a trained executive in charge. Modern school boards have control of a public business which involves from one-fourth to one-half of all public expenditures and which dictates the daily activities of over twenty million human beings. Properly to control this stupendous business requires a reorganization of school board control in line with the principles of business organization that have developed under the stress of competition in the big business of modern industry.

FRED C. AYER,

University of Washington, Seattle.

THE opportunities opened to our pupils through the Junior Red Cross brought them a concrete world point of view. No amount of reading in the most interesting text books and magazines available in geography, history and other fields could possibly have brought such an intimate concrete realization of other nations—their people and their problems. When pupils begin to study about the efforts of the nations of Europe to preserve their freedom, and of the blood shed, loss of life and destitution which these people were suffering, a feeling of intimate concern for them came into the consciousness of our children. Then, when as a means of relating themselves more intimately and sympathetically to their needs, they began corresponding with them and sharing experiences with them in letters, their whole conception of these people and their struggles became real and concrete in ways which are wholly impossible through the mere use of books to learn a body of facts about a nation and its people.

H. B. WILSON,

Superintendent of Schools, Berkeley.

NOWADAYS there are many enemies and assailants of the nation, who preach insidiously the riotous overthrow of all establishments and the ruin of organized society. These pleaders for bombs and the torch might be respected if they were sincere fanatics, but instead they are hypocrites, who hope for advancement for themselves through bringing about some general overturn. They make their appeal to ignorant or immature minds and drive their human sheep into dangerous places, themselves remaining in safety in the rear.

Against these enemies of the republic there is a great and constant obstacle, a strong wall against the corruption of our youth—the united strength of the energy and loyalty of the classroom teachers of this country, builders of citizens for the republic. We of the American Legion salute the educators of America, and pledge them our cooperation and comradeship.

GARLAND W. POWELL,

Director National Americanism Commission,
American Legion, Indianapolis.

AMERICAN authors are only beginning to find themselves at home. Too long has American literature been measured by European standards—particularly English. The study of literature from the university to the elementary grades, should interest itself in life, quite as much as in books. American literature offers opportunities which have too generally been neglected by teachers as well as by critics and writers.

Too long have we gone on the assumption that American life has failed to produce literature worthy of serious study; that America is lacking in conditions and resources conducive to the development of real literature, and that the best American writers imitate European authors. English teachers transmit the impression that literature is an academic subject, a source of material for lectures and examinations, rather than an artistic presentation of life.

IRVING OUTCALT,

State Teachers College, San Diego.

WE need another John the Baptist, a second Horace Mann, to inspire communities now mentally stagnant with the healthful sentiment to educate and be educated. As consolidated and rural high schools multiply, a longer term, better attendance, better teachers, and more effective community center work will be assured. Consolidation, the most highly conse-

quential movement now under way, has for its goal better educational facilities at home.

When the American public is fully aroused to this need there will be first-class schools in all communities with competent, well-paid teachers, and the vision of Lincoln will be realized that "American youth are entitled to an unfettered start and a fair chance in the race of life."

JOHN F. SIMS,

State Normal School, Stevens Point, Wis.

IF the study of literature in our schools is worth while, then dramatic work of the right kind is doubly so. Dramatics is the objectification of the student's reactions to literature. It is a portrayal in concrete form of the spirit and meaning of a play, and we must admit the living reality of characters made to act and speak on the stage are more inspiring than the inanimate figures in a book play.

Success in dramatic work requires sustained and intensive effort; it requires teamwork; it demands concentration; it means, above all else, discipline. This discipline includes training of the memory and drill in mental and physical coordination; it includes rigorous training in speech habits, a subduing of the body to the needs for beautiful, harmonious and adequate expression; it includes training in the habit of sticking to a thing until it is well done.

C. D. THORPE,

University of Oregon, Eugene, Oregon.

THE people of California know that the real wealth of the state is not in natural resources, marvelous as they are. The substantial wealth of California is in the men and women who command the natural resources and bring them to the service of man. Before the coming of the white man, California was even richer in natural resources than it is today. The soil was quite as fertile; the climate quite as salubrious; the forests more extensive; the streams quite as rich in potential energy; the harbors quite as inviting and the rocks even richer in minerals and metals. But the wilderness that was California two hundred years ago might have been purchased from the Spanish King for a single nugget of gold. What has transformed California from a wilderness where a scanty Indian population struggled for a poor living, into a great commonwealth alive with energy and teeming with wealth? It is intelligence applied to natural resources that has wrought the miracle. It

is schools and colleges which have developed the minds of men and women, enabling them to make the natural resources serve the purposes of civilization.

WILL C. WOOD,

Superintendent of Public Instruction, Sacramento.

THE most commonly used and the most commonly abused of all the arts is the art of speaking, and yet it is the most essential to our proper living. There is no gift that we can bestow on young people more important than the ability to speak to an audience with the same confidence and force, and with the same unconsciousness of self that they display when talking to one another.

The two practical things that should be taught in a speech composition class are, that the speaker must have something worth while saying, and that he must deliver his thought simply, directly, and in a clear, resonant voice. Clear utterance and proper emphasis can be taught psychologically. No one should speak who has not a message to give. In giving, we go more than half way. If we present a gift, we see that it is received; we do not make the recipient come and seize it from us. When we give a message, therefore, our clear tones must carry it to every individual in the audience, without effort on his part. The spirit of giving should actuate the delivery of a speech.

FANNIE W. McLEAN,

High School, Berkeley.

THE library in America stands for a unique idea. It is more than a mere marbled monument to learning. It is more than a mere collection of accumulated wisdom. It stands for more than the supplying of information and reading matter to those who happen to call for help. It stands for an ideal of informed intelligence, of sober and quiet consideration of serious things by the great masses of people upon whom our democratic institutions rest.

The things that are dearest in our lives, that underlie our whole conception of the relations of men, depend upon regulating the selfish and dynamic elements in our civilization by matured judgment, by seasoned culture, and by substantial purpose. These are the things for which the library stands. They can be realized in their full power only by making the library a professional service as universal as the elementary school, only by bringing to every American community trained

and devoted men and women who appreciate the mission of the free public library.

JOY ELMER MORGAN,
Managing Editor The Journal of the National
Education Association, Washington, D. C.

TO remain young, therefore, means to retain unto one's self as time moves on these native qualities and abilities which so definitely characterize youth. Of course, there is no way to prevent the years passing by, nor to avoid the statistical data which can be reckoned by the calendar. Nor has a way been found as yet to prevent the appearance of certain external evidences of the passing years, such as wrinkled forehead, weakened eyes, third teeth, bent back, tottering step, gray hair, or no hair.

These, however, it should be remembered, are but physical matters resulting from the passing of time. Some avoid them or retard them longer than others. They, however, are not characteristics which determine one's age. Whether one is young or old, is fundamentally determined by whether he yet is a youth—growing, adjustable, adaptable, open minded, plastic, capable of getting new points of view, able to learn to do an old thing in a new way and the like, or whether he is "set," fixed, crystallized, unadaptable, given to doing the same old things in the same old ways, without concern or power to acquire new ideas and new ways of meeting the problems and issues of life.

H. B. WILSON,
Superintendent of Schools, Berkeley.

MESSAGE FROM THE STATE UNIVERSITY

W. W. CAMPBELL, President, Berkeley

I AM pleased to comply with the Associate Editor's request for a brief message from the new President of the University of California to the teachers and the parents in our state.

The University is a part of the public school system of California. It is deeply and sincerely interested in the welfare of education in the Commonwealth, from the highest to the lowest grades; and to assist in the improvement of the system at any point will be for me a duty and a pleasure.

The ultimate purpose of our educational system is to prepare our boys and girls for happy, useful, successful lives. The young people of today are to be the citizens of the future and it is important, above all else, that they be good and effective citizens. The elements of good citizenship are various and many.

It is of the utmost importance that school children be taught to do their classroom work thoroughly. They should acquire habits of thoroughness, in order that slovenly and careless habits may not attend and hamper them in their work after they leave school. In the games of the playground they should learn good sportsmanship; they should learn to respect the rights of other boys and girls, not only as a vital matter in the formation of character, but in order that they may "get on well" with their fellow men and women throughout their lives.

In our country there is nation-wide care-

lessness in many matters; I mention three:

1. About fire risks and fires; no other country has such large fire bills to pay. It is seldom that an American is punished for the carelessness and inexcusable starting of destructive fires; the insurance companies pay the bills; the people pay the high rates of insurance and add the payments to the already high costs of living.

2. In the enforcement of the laws.

3. In the speaking and writing of our national language; of the 2400 new students who came from high schools and other preparatory schools to the University of California, one year ago, and took the examination in elementary English, fifty per cent failed to pass. The people of the state had already paid taxes in support of the teaching of the English language to those students in the secondary schools. The state of California, through the University, should not supply additional public funds for the re-teaching of the fifty per cent of candidates who failed. The costs were levied chiefly upon the students concerned, through the charging of fees for the service.

It is desirable that something be done to improve the conditions to which I have here referred. Is it possible for the University, the teachers and the parents of school children to lend effective support to the accomplishing of that end?

The teachers, the parents, and the boys and girls in our schools have my best wishes.

ECONOMIZING AT THE EXPENSE OF THE CHILDREN

WILL C. WOOD

Superintendent of Public Instruction, California

HOW has the Richardson administration treated the people's school system?

Have the educational institutions been hampered by the Richardson program? Has the Governor kept his solemn promise to deal justly with the schools? The people of California are asking these questions seriously and persistently. They are demanding the facts. For some time the facts were obscured in a mass of figures. Now the facts must come out, regardless of their effect on political fortunes. And here are the facts:

The people of California have from the beginning regarded the public school system as one of the state's most precious assets. Time and again the people have rebuked politicians and parties when they dared lay their hands upon the schools. Whenever, the common folks have been given opportunity to express their attitude upon school questions, they have in almost every instance voted overwhelmingly for the schools. Bond issues for school purposes have rarely been defeated, in spite of a requirement of a two-thirds majority. Except in rare instances, the majorities cast in favor of the issuance of school bonds have been tremendous.

The people have been liberal not only in supplying school buildings but also in furnishing money to run the schools. In 1920, when Constitutional Amendment 16 providing that the corporations should contribute their just share toward the support of schools was submitted to the electors, it was carried by a majority of almost two to one. Candidates for public office have felt it the part of wisdom to declare themselves friendly to the people's schools. In the last state campaign the candidates made their customary declaration in reference to education. When the gubernatorial nomination was in the balance in July, 1922, Mr. Friend W. Richardson, the successful candidate, found it the part of wisdom to tell the people he would effect the great saving in state expenditures he had promised, "without hampering any educational or humanitarian function." It was well for him that he made the latter part of his pledge. He could not have been nominated if he had told the people his "economy" program contemplated the crippling of the state's educational system.

Governor Richardson has been in office al-

most nine months. He has presented his first budget. It is now time to assess his real attitude toward public education and determine whether he has been faithful to his pledge that he would not hamper any educational function. An analysis of the educational budget and its effect on the schools will tell the story.

FIXED CHARGES AND APPROPRIATIONS

The budget includes two general classes of funds for education—**fixed charges and appropriations**. Fixed charges include funds that must be raised to meet the requirements of the constitution and statutes passed by previous legislatures. Over these fixed charges the Governor has no control. He can neither increase nor decrease them. Among these fixed charges are the funds distributed by the state to the elementary and high school districts of the state for the support of local schools; also funds for the support of the state university and junior colleges.

The total amount finally provided by Governor Richardson's budget for these fixed charges was \$44,687,556.75, which represents an increase of \$5,546,913.76 over the fixed charges of two years ago. It is to these figures that the Governor and his friends point as evidence that the Governor is friendly toward education. It must be emphasized, however, that Governor Richardson had nothing to do with this increase. The constitution and statutes of California adopted before Governor Richardson came into office made this increase in fixed charges. Governor Richardson had no choice in the matter and can claim no share of glory for this increase in fixed educational charges.

The second general class of educational funds included in the budget is appropriations. Over this class the budget amendment gave the Governor almost complete control. The test of the Governor's attitude toward education is to be found in these appropriations.

The Legislature of 1921 made appropriations for education aggregating \$8,333,337. In addition to this amount, educational revenues of various kinds amounting to \$1,624,020 were available for school purposes. Governor Richardson's budget confiscated all of the revenues referred to and appropriated only \$6,882,153.35 for educational purposes. In other words, Governor Richardson cut down educational

funds over which he had control, a total of \$3,075,203.65 or almost 37 per cent, in spite of an increase in enrollment in teachers colleges and special schools amounting to almost 100 per cent. To be specific the increases in enrollment in the various state educational institutions for the last two years were as follows: Chico Teachers College, 75 per cent; Fresno Teachers College, 200 per cent; Humboldt Teachers College, 58 per cent; San Diego Teachers College, 240 per cent; San Francisco Teachers College, 78 per cent; San Jose Teachers College, 100 per cent; Santa Barbara Teachers College, 120 per cent; California Polytechnic School, 66 per cent.

To sum up the budget situation, the constitution and statutes increased fixed charges for education \$5,546,913.76. Governor Richardson cut educational appropriations \$3,075,203.65. The net increase in state school funds in Governor Richardson's budget is only \$2,471,710.11. This amount is supposed to take care of an increased enrollment amounting to at least 18 per cent in the attendance in elementary and high schools of the entire state, and at least 100 per cent in the teachers colleges and special schools. The chief slashes in educational appropriations made by Governor Richardson affect the teachers colleges and special schools, the state educational offices and the re-education of individuals crippled in industry. These are practically the only educational institutions or functions subject to the Governor's will, the remaining functions being protected from him by constitutional or statutory provisions.

PROFESSIONAL TRAINING WEAKENED

For 1921-23, the Chico State Teachers College had available \$207,700 in appropriations and \$38,400 in departmental revenues, making a total of \$246,100 available for the biennium. Governor Richardson confiscated the revenues mentioned and appropriated \$211,480 for the present biennium, making a net reduction of \$34,620 or about 14 per cent. The effect of the cut is more apparent when we realize that the Chico Teachers College showed an increase in enrollment amounting to 169 students or 75 per cent during the last two years. It would seem that the Governor's program contemplates that the more students we have, the less the appropriation given. In order to meet the Governor's cut, it was necessary to dismiss one teacher of industrial arts, one supervisor of primary-kindergarten work, one librarian,

two assistants in English and two teachers in the junior college, the latter two being transferred to the payroll of the Chico High School district. It was also necessary to abandon all extension service whereby teachers in northern California were enabled to get professional assistance in their work. A total of 160 teachers were affected by this elimination. This means that ambitious teachers are discouraged in their efforts to improve themselves and their teaching service.

The San Francisco Teachers College had appropriations and revenue amounting to \$319,400 available in 1921-23. Governor Richardson confiscated its revenues and appropriated only \$292,900, a reduction of \$26,500. To meet this cut it was necessary to eliminate two instructors in music, one in art, one in hygiene, and two assistant librarians. It was also necessary to do away with the entire department devoted to overcoming defects of speech such as stammering, stuttering and foreign accent. The training of kindergarten teachers for children of foreign speaking parents—a part of the Americanization program, was given up. Several part-time instructors in the sciences were stricken from the roll. All provision for summer session work was disapproved by Governor Richardson. In consequence, the college instructors arranged a summer session on their own responsibility practically donating their services to the state for this work which covers a period of six weeks.

At the San Jose Teachers College, the governing authorities found themselves faced with the problem of handling a doubled enrollment with \$20,640 less in way of funds than was available during the last two years. The faculty eliminations to meet this cut include an instructor in rural education, an instructor in art, an instructor in home economics, a training school teacher, a librarian and an instructor in agriculture. It was also necessary to reduce an instructor in English from full time to half time work. The summer session and extension work for the improvement of teachers in the service will have to be curtailed somewhat to meet the Governor's budget cuts.

At the Fresno Teachers College which has had a phenomenal growth during recent years, it was necessary to strike from the state payroll an instructor of physics, an instructor in foreign languages, two instructors in physical education, an instructor in English, an instructor in history and government, an instructor in agriculture, an instructor in biology and an

instructor in mathematics. The Fresno community came to our aid and is now paying these instructors.

Governor Richardson early in his administration suggested the elimination of the Humboldt State Teachers College but later modified his views. In his budget message he stated that the per capita cost of the institution was \$964 a year. He arrived at this figure by dividing the appropriation for two years by the enrollment of one year—a unique mathematical process. As a matter of fact the per capita cost is less than half what the Governor said it was. The appropriation for this school was cut \$16,600. Instructors in vocational education, science, commerce and English have been eliminated on account of this cut.

At Berkeley the State Department of Education maintains the schools for the deaf and blind. During the last two years we have had waiting lists in both of these institutions for unfortunate children. In spite of this fact, the Richardson budget reduced revenues for these institutions a total of \$28,086. To meet this cut, the department was obliged to eliminate four teaching positions in the school for the deaf, four teaching positions in the school for the blind and five positions in the domestic and business departments that have to do with the feeding, clothing and housing of the children. The waiting list is longer in both institutions because of the budget cut.

The California Polytechnic School located at San Luis Obispo felt the blow of the budget as most of all. At the opening of the session of the Legislature, it had the heaviest enrollment in its history. It had a waiting list for entrance. While a majority of the students came from San Luis Obispo county, a large proportion came from distant points, especially sparsely settled regions. Polytechnic is the only state school offering practical vocational courses in the trades and agriculture for young people of high school age. Boys from districts which cannot afford to maintain practical vocational courses get their only chance at Polytechnic. The Richardson budget cut the school revenues from \$290,300 to \$124,560 for the two-year period. To meet this cut we have eliminated twelve teachers and eleven other employees. We have abandoned all work in commerce, household arts, music and drawing. Most of the live stock collected for

demonstration purposes two years ago has been ordered sold at auction. We shall be obliged to try teaching agriculture without ordinary farm equipment. The courses in the mechanical occupations have been curtailed and crippled. The school has been paralyzed in its activities. It would probably have been better to have discontinued it temporarily.

STATE OFFICE HIT

The state educational offices were hit hard by the original budget, but their efficiency has been saved somewhat by the heroic efforts of friends of public education. The State Board of Education was cut from \$169,920 to \$125,440, or a total of \$44,480. However, the Governor was finally prevailed upon to sign S. B. 444 giving the board an additional \$40,000 in credentials fees, thus saving the state board offices. The budget maker still refuses to recognize this additional grant, so the future is by no means secure. Meanwhile the board has eliminated two supervisors of physical education. The entire division of rehabilitation, which has been training hundreds of men crippled in industry, thus, saving them from being charges upon the counties or their friends has been eliminated to take effect July 1, 1924.

The Superintendent of Public Instruction's office was cut from \$104,350 to \$80,610, or 23 per cent. The budget maker eliminated all Americanization work, but the friends of education in the Senate on the closing day of the session saved a special appropriation made in 1921 from lapsing. This will enable us to maintain Americanization work for a part of the time. All migratory schools maintained by the state for the children of seasonal laborers must be discontinued. The salary of the statistician upon whose calculations millions of dollars are disbursed has been cut from \$3000 to \$2400 a year. The publication of a new school law has been dispensed with. The entire business office for the management of the teachers colleges and special schools, which expend over a million dollars annually has been eliminated unless the suit brought in the Supreme Court to test the Governor's veto power is decided in the department's favor.

Such is the record of the Richardson administration with respect to education. We leave it for the people to determine for themselves whether education has been hampered and injured by the present administration.

SCHOOL LEGISLATION IN 1923

MARK KEPPEL

President California Teachers' Association

G OVERNOR RICHARDSON'S letter of transmittal accompanying his budget which he filed with the Legislature on February 1, 1923, was featured by a bitter, unfair and misleading attack upon education. His message gave courage to the few, very few, members of the Legislature who were hostile to education, or if not hostile, were controlled by ideas of education obtained in a former century and not affected by modern educational progress and development. The Governor's budget cripples the teacher training institutions of California most outrageously and without any justification.

The Legislature spent much time in considering the budget. Other legislative matter suffered on that account. Only a few bills dealing with education reached the Governor. Not many of those received gubernatorial approval.

Our group of bills providing for school cafeterias, school dormitories, and teacherages failed because the Governor would not sign them.

The bill which aimed to give a minimum of 170 days of school instead of 160 to each child, and the bill which would have compelled recalcitrant counties to comply with Constitutional Amendment No. 16, were vetoed.

Senator McDonald's retirement salary bill, which proposed to increase the retirement salary from \$500 to \$720 per year, and the teachers' payment from \$12 to \$24 per year, and to require the state to pay the same amount yearly as the teacher pays, was vetoed, and the retirement salary plan was denounced as insolvent by the Governor.

His denunciation disturbed the teachers generally. Naturally, the teachers expect the Governor to speak only the truth at all times. The Governor neglected to tell the people that the Retirement Salary Plan has accumulated a surplus of \$1,300,000 in the ten years that it has been in operation, and that the surplus is accumulating steadily.

It seems evident that the Governor's criticism of the Retirement Salary Plan was based upon conclusions which pertained to old line life insurance companies. The Teachers' Retirement Salary Plan of California is different from old line life insurance and can be judged truthfully upon very different bases from those which control in old line life insurance.

The steadily accumulating surplus is probably the best possible answer to attacks upon this law. The supporters of this law are watching its operation with solicitous care. For ten years it has carried on much more successfully than its most sanguine supporters expected. If defects develop, the California Teachers' Association will be prompt to aid in their removal.

The California Teachers' Association regrets that the Governor vetoed Senator McDonald's bill, because the bill was sound and just. The bill would have doubled the income of the fund and would have increased the expenditures from the fund 44 per cent. The bill would not have made the fund less secure and solvent, but would have made it much more secure and solvent. When the retirement salary was fixed at \$500 per year in 1913, that sum was a fair approximation of modest living costs for a retired teacher. The increase in the cost of living and the consequent depreciation of the purchasing power of money have been so great, that an increase of the salary to \$720 a year would not be as reasonable a provision for the support of a retired teacher in 1923, as was \$500 in 1913.

Senator Sharkey's Bill No. 212, which provided for the establishment of consolidated school districts to replace the present Union High School Districts and their groups of Elementary School Districts was vetoed by the Governor. This bill was a permissive one. It did not compel the establishment of any consolidated district. It made possible merely, for a majority of the electors in a Union High School District to establish a consolidated school district with a single School Board governing, managing and controlling the High School and the Elementary Schools within that Union High School District, provided such a condition was desired by a majority of the qualified electors.

It was the hope of the advocates of this bill that the Governor would sign it, because it was a genuine economy measure looking toward the time when 3,500 School Boards would be replaced by approximately 400 School Boards; when the overhead cost of administration in 3,500 School Districts might be reduced very considerably, because only 400 School Boards would be administering the schools instead of 3,500. The bill did not

propose to take away local control of the schools as does a County Unit proposition. It proposed to enlarge the size of the unit when the people desired to have it enlarged.

Five bills dealing with the Teachers' Retirement Salary Act were approved by the Governor. They do not affect the spirit and purpose of the law. They add a few more teachers to the group who are subject to the law. They simplify and clarify the administration of the law and change the method of paying, so that each teacher must pay \$6 semi-annually, in December and June, to the County Superintendent of Schools in counties having County Superintendents, and to the City Superintendent of Schools in the City and County of San Francisco. This change in the manner of collecting the \$12 will be a welcome relief to bankers, tradesmen, School Boards, County Auditors and County Treasurers. It will guarantee the payment of \$12 a year, each year by each teacher subject to the law. Heretofore, the number of dollars which a teacher has paid has been determined by the number of months of salary which the teacher received. In some cases teachers have been paying \$8, \$9, \$10, \$11 or \$12. Those who were paying \$12 were complying with the full requirement of the law, but those who were paying less were preventing the state from securing the full amount of money that should have been paid in from year to year.

Two bills were signed by the Governor dealing with the liability of School Trustees. The general effect of these two will be to provide a means whereby losses due to injuries may be met and at the same time members of the School Boards are protected except where the injuries are due to their deliberate neglect of duty. It is exceedingly unlikely that any such case will ever arise.

A. B. 86 limits to 10 per cent of the first month's salary the amount which a teachers' agency may charge a teacher for securing him a position.

A. B. 307 requires instruction in the Constitution of the United States in Grade 8 and beyond, in all schools, both public and private.

A. B. 388 adds a new section to the Code, 1764c, which provides that funds received from the state and the county on account of average daily attendance of pupils in part-time classes, and in Americanization and citizenship classes, shall be expended only for such classes. This law will compel school authorities to keep a separate financial account for such classes.

A. B.'s 471, 472, 473 amend the present law in regard to the establishing of Union Elementary School Districts.

A. B. 596 makes it the duty of the County Superintendent of Schools to assume all powers and duties of the Board of School Trustees wherever it is impossible to secure such a Board.

A. B. 660 increases the facilities for the education of deaf or blind children.

A. B. 723 adds a new section to the Code, 1607a, requiring each City Board of Education to prepare and keep on file and open to public inspection a report of its financial transactions during the preceding year, and also, the courses of study used in the schools of the City Schools.

S. B. 489 validates all former sales and conveyances of school property.

S. B. 706 validates all School Districts which have existed for a year prior to the passage of the Act.

A. B. 811 validates all school bonds voted previous to the passage of the Act.

A. B. 1007 amends 1687 so that special teachers may draw larger salaries than do the teachers of beginners.

A. B. 1263 changes the hours for school elections by amending Sec. 1597. In those districts which have 400 or less than 400 average daily attendance, the polls must not be opened before 9 o'clock a.m., nor closed before 6 o'clock p.m., and must be kept open for at least four hours. In districts having more than 400 average daily attendance, the polls must be open at 8 o'clock a.m. and be kept open until 8 o'clock p.m. In any school bond election the polls must be opened at 8 a.m. and be kept open until 8 p.m.

A new section, 1608a, was added to the Political Code. That section authorizes one school district to perform service for another and to receive pay therefor. In all cases, the contracts between the two districts must be approved by the County Superintendent of Schools before those become effective.

S. B. 395 increases the purposes for which money provided under Sec. 1830 of the Political Code, may be expended, by adding the words: "Improving school grounds, building sidewalks, grading and paving streets adjoining school property."

S. B. 427 adds a new section to the Code, 1734c, which provides in detail, the method for transferring an Elementary School District from one High School District to another.

S. B. 499 gives the Board of Supervisors power, upon the recommendation of the County Superintendent of Schools, to consolidate two Elementary School Districts if their school houses are within three miles of each other.

S. B. 344 simplifies the laws relating to the granting of credentials by the State Board of Education and adds a new type of credential, viz: "Supervisor and School Administrator." It also increases the fee to be charged, so that residents of California must pay \$3 and non-residents must pay \$5.

S. B. 741 changes County High School Districts to Union High School Districts for purposes of government.

Aside from these various provisions, appropriation bills approved by the Governor provide the necessary money for adding the third year of collegiate work to the University of California, Southern Branch, in 1923, and for adding the fourth year of work in 1924.

The bitterest struggles of the Legislative Session raged around Assemblyman Dozier's

bill, which attempted to do away with the Teacher's Tenure, and Assemblyman Cleveland's bill, which aimed to render rural supervision inoperative. The Dozier bill was killed in the Assembly. The Cleveland bill was profusely amended in the Senate and changed to a very acceptable school measure. It was not signed by the Governor.

A little group of teachers spent part, and a still smaller group spent all of their time at Sacramento during the Session of the Legislature as representatives of the teachers' organizations of California. That little group rendered valiant and praiseworthy service in the hard fight at Sacramento. It was largely due to their steadfast, heroic and unyielding efforts that no legislative ground was lost during the great struggle.

The foes of free popular public education made a great fight at Sacramento, and centered their fight upon State Superintendent Will C. Wood. They were out-fought and out-generated by his superior ability and educational statesmanship.

A WEIGHTED SET OF EDUCATIONAL OBJECTIVES

C. L. PHELPS

President, State Teachers College, Santa Barbara

IN 1918 the National Education Association formulated a set of objectives to be used as guides for educational work in the after-war period of reconstruction. Five years have passed, and the objectives have received recognition throughout the country. The use that has been made of them, however, has been general rather than specific, for the reason that the points of emphasis they indicate have not been treated in such a way as to be a definite guide in curriculum-making. It is one thing to mark the points for emphasis in education; it is quite another to estimate the amount of emphasis to be given at each point.

It is time that further attention should be given to this matter of relationships. Without an accepted scale of weights the objectives can have but little practical value. As originally presented they are seven in number, and it is scarcely to be expected that they are of equal importance and that they should, on that account, receive equal emphasis. But unless differences in the amount of emphasis required are indicated by some recognized numerical coefficients no scientific use can be made of the valuable piece of work so well initiated by the National Education Association.

Recently, a tentative weighting of six of the objectives has been made for use in the elementary schools. * The seventh, which is "Ethical Character," was left out of the weighting because it is an inclusive objective and can not be weighted in terms of the others. On the other hand, if the six weighted objectives function as they should, the seventh will be properly provided for without a definite weighting of its own.

The weighted scale referred to consists of 100 points distributed among the six objectives according to average of the judgments of 62 city school superintendents and teachers' college presidents located in different parts of the United States. Following is the weighted set of objectives:

Health	18.4
Command of Fundamental Processes ..	30.8
Worthy Home-membership	12.3
Vocation	10.4
Citizenship	17.6
Worthy Use of Leisure	10.4

* See article by the writer in "The Elementary School Journal" for May, 1923, POSSIBILITIES OF SIMPLIFICATION OF THE ELEMENTARY SCHOOL CURRICULUM THROUGH DEFINITE OBJECTIVES.

It may be that a more comprehensive study would produce a different set of weights for the objectives. But however that may be, it is important that the principle involved in weighting should be fully recognized, since it is apparent that scientific curriculum-making in terms of the objectives can be achieved in no other way. In other words, if the objectives are to be used for anything more than a rough guide, refinements of them through some such process are absolutely necessary.

The presentation of a weighted set of educational objectives raises two important questions. The first of these is, how can such a scheme be made to function in curriculum-making? And the second is, how will its application affect the traditional subjects now carried in the varied curricula of different school systems? Educationally, by far the more important problem is involved in the first question; practically, the greater difficulty may be found in the second. It is probable that no answer made at this time to either question will be conclusive. It is to be expected, on the contrary, that any attempt along this line will only serve to stimulate the raising of other questions. Broadly, however, answers may be given with confidence in the correctness of main statements.

The question as to how a weighted set of educational objectives can be made to function in curriculum-making is one of great importance; for unless it can be made to work better than the present method of setting up courses of study, it should have no claim on the attention of those interested in such work. If, on the other hand, the question can be answered satisfactorily, the general proposition should be considered established, and all further efforts should be directed toward the elimination of minor difficulties and the standardizing of procedure.

The plan of use of a weighted set of objectives is suggested in the weighting itself. It is simply the application of the budget system to educational material. And like the financial budget, with which every one is familiar, it both indicates the objects upon which time and effort may be expended, and fixes the amount to be expended on each.

It is exceedingly important that such a plan be made effective in education. It will be a safeguard against ruthless elimination of things that are worth while in some popular reaction against increased costs, and it will be equally effective in preventing the inclusion of

subject matter which is of doubtful value. The weights themselves will force a careful selection of material for specific purposes. Take for example, "Health," with its weight of 18.4 per cent. That weighted objective simply says to the curriculum-maker that the subject of health is a matter with which the elementary school must concern itself to the extent of such a per cent of its time and effort. It further warns him that he can not go beyond this amount without robbing some other objective of its time and attention.

The question of the effect on the varied curricula now in use is one requiring thoughtful treatment. It may be conceded that curricula of the present are products of the process of accretion, that they are, therefore, not scientific in either their material or their construction, and that they might easily be displaced in favor of something more systematically planned. But the fact is that custom and practice are strong contenders when they are attacked, and do not give way without a struggle. Even the educational leaders themselves, and especially the teachers, would be loath to give up their traditional subjects, though they might be willing to admit that a new alignment of material is a necessity, if educational procedure is to keep pace with the demands of the times. And if the proposed change should threaten the existence of too many of the venerated subjects, it could not be made, no matter how desirable it might appear when carefully analyzed.

It is probable, however, that the introduction of a weighted set of objectives would not be as destructive of present subjects as it would appear on first thought. The objectives themselves are not expressed in terms of the traditional subjects, it is true, but they name points which can be reached only through the study of selected subject matter. And much of that subject matter, if not all, will be found in the subjects now in common use in the schools. In fact more will be found than can be used under the proposed budget plan, and the difficulty will be to locate the material which should be eliminated; for while it is easy enough to add new subject matter it is always difficult to eliminate anything that has once found a place in the curriculum. That is why it is necessary to work in terms of weighted objectives, why it is necessary to budget human experience and make selections conform to that budget.

What would happen in the selection of sub-

ject matter according to the weighted objectives is this: the subjects now included in standard curricula would be reviewed first from the point of view of their contribution to some one or more of the objectives. Then they would have to pass the budget test, and if there should be more subjects, or more material in the subjects which falls under a given objective than the weighting would allow, reductions would have to be made until there was conformity. When subjected to this double test, first, of value as a contribution toward a particular objective, and second, as to comparative value under the selective process imposed by the weight of the objective, some of the traditional subjects might disappear, some be reduced in importance, and others strengthened. Conceivably, some new ones might find a place. But all changes, if changes were made, would be in accord with the objectives as weighted in the scale.

There is one other possible use of the weighted set of objectives. That use may be best indicated by a review of the school laws of the various states. In them will be found many statutory requirements as to subject matter. In some states the number runs up to twenty or more. In certain cases the prescriptions are so specific as to state the actual minutes per week to be given to a particular subject. In other cases new subjects are added to a crowded list of prescriptions without in any way modifying the list already made.

From even a hasty review of the situation as it exists, it will be obvious that educational legislation has not been based on any scientific principle, but that it has been enacted at the request of some interested body which was able to muster sufficient votes to pass each measure as it was presented. Even so, it might not be so bad if educators or persons familiar with educational conditions as a whole always gave the advice upon which legislation is based. But such is not the case. Laws are quite as likely to be enacted on the advice of an agriculture club, a woman's club, a humane society, or an organization for the promotion of thrift as upon the counsel of students of educational possibilities and limitations as a whole. Such legislation represents, of course, a combination of partial views of the whole field. It is cumulative and may easily overload the machinery of education to the breaking point without exhausting the possible additions. A case is on record in which a request was made of a legislature by the

legislative committee of the state council on education that the number of statutory requirements—which already exceeded twenty—should be reduced by combination and elimination in order that better work might be done in a smaller number of subjects, with this result; instead of making the reduction as requested by this educational body, the legislature listened to other interested parties and actually increased the number of requirements by three without in any way decreasing the time allotted to the others.

Something needs to be done to discourage such procedure, and if the objectives as weighted should be responsible for the initiation of a general type of educational legislation to take the place of minute prescriptions of time and effort where subject matter is concerned, they might be as valuable in this field as in curriculum-making. A legislature might well repeal all statutory prescriptions of subject matter, and substitute therefor a set of general provisions in terms of the weighted objectives.

Such legislation would accomplish three things: It would be a recognition of the fact that there are certain details in education with which a legislative body should not concern itself. It would locate the responsibility for curriculum-making on educational authorities, where it properly belongs. And it would effectively safeguard the curriculum against the inclusion of material of doubtful value by the means of budget limitation, and by the check for conformity to the weights as prescribed.

SIERRA EDUCATIONAL NEWS

Copies Wanted

Our entire issue for the following months is exhausted—January, February, March, May, 1923. Numbers for these months are badly needed. If members having extra copies would mail same to this office, same would be thoroughly appreciated.

CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

PARENT-TEACHER ORGANIZATION

MRS. HUGH BRADFORD, President
Sacramento

SINCE the nebulous days of Parent-Teacher activities, there have been many who have believed it to be highly desirable that there should be cooperation between parents and teachers and a linking up of home and school; today, however, with the intricacies and perplexities of modern life, this cooperation is not only desirable, but a necessity. The problems of youth demand that the two greatest groups of educators, the parents and the teachers, work together intelligently and sympathetically.

The California Congress of Mothers' Clubs and Parent-Teacher Associations represents that sympathetic cooperation, and has had its unprecedented growth of the last three years, because of the recognition of the necessity for its existence and for its successful functioning. The membership has, in the term of the former President, Mrs. Ewing-De Arman, increased from forty thousand to almost eighty thousand members, of which membership a large percentage is of teachers and school administrators.

Another factor in our growth has been the final understanding of the fact that we are not in any way interfering with school administration policies, but rather aiding in carrying out the work as outlined for our schools by those directly responsible for their management. We are seeking to make clear that our ideals are to surround children with an environment suitable to their best development; to cooperate intelligently with our educational leaders; to unite parents and teachers in studying problems for the guidance of children, mentally, physically and morally. At no time are we permitted to allow politics, sectarianism or commercialism to creep into our organization work.

Our activities are carried out through the channels of twenty-three departments in the state; each department having its similar committees in districts, federations and local asso-

ciations. These departments are conducted by state chairmen who are members of our executive board, along with the ten elected officers. In glancing over the list of the departments it is readily seen that each has its activity emphasizing some need of school or home: e. g., scholarship, recreation, American citizenship, philanthropy, home, thrift, education, etc.

At the present time California is, for convenience, divided into fourteen districts, called first, second, etc., according to the time of their organization; within each district are groups of Associations united for strength in their common needs, into federations, having their own officers and committees. Outside of the federations are many Associations that receive direction and guidance through their district and state officers and committees. These three division of state districts and federations aid in the administration of the various activities by strengthening and unifying our efforts. The success of many school bond elections is an example of the impression made on the public mind by the earnestness and enthusiasm of our groups.

More and more it is being recognized that in the Parent-Teacher Associations are to be found great opportunities, not found elsewhere. The men and women, meeting in our schools are the most democratic groups to be found in any community—there no race, color, creed, political nor class distinctions are recognized and all meet on the broad basis of love for all children and a willingness to serve community needs—the influence for tolerance, good will and neighborly esteem cannot be estimated. The opportunity to meet the trained teaching staff of our schools is never better, for many timid mothers would never seek out teachers in classrooms, nor would it always be opportune to interrupt class procedure for calls. Through programs, the parents are put in touch with educational ideals and can, in a great measure, be the medium for overcoming indifference to these ideals.

From the standpoint of the teacher, there

is presented the opportunity to be a real community leader and an inspiration for better conditions. Through the monthly meetings there is provided a great audience for each teacher to use in making his community an educational center and in interpreting to the public the high ideals of his profession, while at the same time best serving his first duty toward the children by being able to develop them through a deeper understanding of their environment as represented by their parents.

The time is not far distant when every community will demand Parent-Teacher Associations as part of school organization, and depend upon them for great progress in promoting better homes and schools, more efficient community service and a larger percentage of intelligent citizenship.

A PLEA FOR COOPERATION

AMONG organizations of laymen interested in education, the California Congress of Mothers and Parent-Teacher Associations stands out as one of the most constructive and helpful. It has to its credit some of the finest achievements in behalf of the children and the schools. It has no interests to serve, save the interests of the boys and girls. I strongly indorse the work of the Congress and its program for the improvement of the schools, and urge all school officials and teachers to cooperate with this splendid organization.

WILL C. WOOD,

Superintendent of Public Instruction,
Sacramento.

AMERICAN CITIZENSHIP DEPARTMENT

THIS department includes not only the Americanization of the foreigner, but the training of native-born Americans in the knowledge of their country and its government. Since the passage of the Naturalization Law last year, by which women are naturalized independently of their husbands, we must plan methods of teaching citizenship to foreign women. The foreign mother must be reached through the cooperation of other mothers. Daytime classes must be provided in the English language, American government and American customs and ideals. The home teacher can best accomplish this, but where one could not be secured, volunteers have sometimes accomplished wonders.

Do we, as Americans, know our own government? Do we understand its fundamental principles as well as the foreigner who appears before the naturalization court? Let us all

plan to study the Constitution itself. Each association should take time for the explanation of registration and election laws and have one member empowered to register voters. Let us arrange definite citizenship programs and train ourselves, our children as well as the foreign born, in the fundamentals of American government. The Chairman will gladly answer questions concerning such programs or special problems of your community.

MRS. FRANK R. SCHAEFER,
State Chairman, Los Angeles.

BETTER FILMS DEPARTMENT

REALIZING the power of the cinema to influence our children for either good or evil, the Congress of Mothers and Parent-Teacher Associations has deemed it advisable to incorporate in its work a department especially designed to promote the good and discourage the evil of this industry. By educating public sentiment, we hope to raise the standard of the pictures shown in theatres.

Already an adjunct in many instances, we wish to see moving pictures used more extensively in our public schools to supplement classroom work and to foster higher ideals in the children. Briefly stated, this is our ideal.

MRS. CLARA D. BROWN,
State Chairman, Bakersfield.

CHILD LABOR DEPARTMENT

OUR responsibility as an organization, relative to child labor, is somewhat that of guardians. Our duty is to guard against any deviation from the path as laid out by legislation.

My plan for the coming year is to make a survey of the state, all District, Federation and Association chairmen to confer with all firms in their locality employing children. We will study and analyze all bills pertaining to our work. When found favorable, we will recommend that the State Board plan for a campaign to bring about the desired result, making our efforts worth while.

MRS. JOHN ROBERT WHITE JR.,
State Chairman, Glendale.

CHILD WELFARE DEPARTMENT (FOUNDER'S DAY)

FEBRUARY 17th is Founder's Day, and it is the work of this department to assist in an appropriate observance of this anniversary. The February meeting affords the opportune time to pay tribute to the memory of the

founders, as well as to give the new members something of the history of our organization, its purpose and achievements. Each Association is urged to plan in advance for a suitable program. It is the custom to make a birthday offering to the National Board for extension work, and such contributions should be sent to the financial secretary.

MRS. WAYLAND W. WILSON,
State Chairman, South Pasadena.

JUVENILE PROTECTION DEPARTMENT

THE work of the department of Juvenile Protection is one of great opportunity and also of serious obligation.

To protect youth; to surround them with wise defense, shelter and security in the most impressionable years; to carefully plan and supervise study, work and recreation, that it shall make for character building as the foundation of good citizens. This is the privilege of parents and teachers.

Shall we render adequate service?

We should become familiar with laws governing juveniles, and thus be able to counsel and direct.

May each District and Federation name a Chairman of Juvenile Protection, and all unite in making this department strong and efficient.

MRS. HENRY CASE,
State Chairman, Pasadena.

KINDERGARTEN DEPARTMENT

THE minds of many children from four to six years of age are allowed to become partially dormant. Let us have kindergartens throughout the state as a part of our regular school. There were none available when my daughter reached four, so I made one at home, consequently, at nine years of age, she is promoted to the high sixth grade. I shall ask each P.-T. A. district president to appoint a chairman of kindergarten. Petitions signed by parents seem to have proved the best means of obtaining public kindergartens.

MRS. FRED NORTON,
State Chairman, Stockton.

MEMBERSHIP DEPARTMENT

MEMBERSHIP work is most important in every individual Parent-Teacher Association. Without a large active membership, we cannot go ahead and carry out lines of work we are organized for and want to do. When

school opens in the fall, start in with a membership drive.

First meeting: Reception to teachers and new members. Two meetings each month—one afternoon, one evening. Organize "Dads' Clubs" and children's "Boosters' Club." Give receipts for dues. Membership Committee busy at each meeting. Printed plans how to get members, furnished by State Chairman. California has always held banner for largest membership. Help us keep this banner.

MRS. C. C. NOBLE,
State Chairman, Los Angeles.

PATRIOTISM DEPARTMENT

IT is hoped that patriotism will be interpreted in the largest sense in the years to come, not just in patriotic music, respect to the Flag and a knowledge of the affairs and laws of our nation, but in a realization of the duties of true citizens, clean minds, clean bodies, health and good citizenship, and a friendly helpfulness for those who are trying to become Americans.

The great numbers of foreigners in our country and those that are coming must be given American ideals, and it is largely mothers who make these ideals. Let us make them what they should be, and help in every way to pass them on to our alien brothers.

MRS. CURTIS HILLYER,
State Chairman, San Diego.

PHILANTHROPY DEPARTMENT

THE first duty of this department is to supply the needy children of California with the necessities that shall enable them to continue in school. This may reach into the homes of such children, and working with the cooperation of the home teacher or school nurse, valuable aid may be rendered.

Cooperate with the school department to supply milk or school lunches to undernourished children, to supply scholarships, and to work out a plan to do away with the numerous drives for funds, which are a real hardship both to pupil and teacher.

Try to teach our children the real meaning of philanthropy: "Love to mankind, benevolence toward the human race; universal good will; desire and readiness to do good to all men."

MRS. FRED DOERR,
State Chairman, San Jose

POSTER DEPARTMENT

OWING to the fact that the Department of Posters is such a very new one, my plans for the year are not as yet fully formulated. However, I am prepared to send sketches to those who care to write me and explain just what they wish to portray and I shall be very glad to assist in any other way possible. I am hoping for the fullest cooperation from each District in order that this Department may function well and be an inspiration at the State Convention in May.

MRS. AL. R. SMITH,
State Chairman, Los Angeles.

RECREATION DEPARTMENT

IS play necessary, or is it a fad? Are we paying out good money for a lot of nonsense? Is play a waste of time? Should the hours be better occupied?

Repression of natural, wholesome activity has too often led to sad results. Right use of leisure, wholesome citizenship, a vital interest in life, appreciation of the beautiful, are the aims of modern RECREATION. Parents,

teachers, pupils are helped. At your request, information may be secured to help you to a part in this welfare movement.

MRS. W. H. MARSTON,
State Chairman, Berkeley.

SCHOLARSHIP DEPARTMENT

IN looking forward to our year's work in the Scholarship Department, there are several things that I hope may be accomplished:

That every District shall have a Scholarship Department, with an active committee securing the hearty cooperation of the principals and teachers in our effort to be of service to our young people.

That every P.-T. A. shall cooperate in establishing a Scholarship Fund for the use of deserving boys and girls in their respective Districts.

We want this department to be of real service to every boy and girl needing help, and we hope to grow into that service.

I am glad to feel that I may have a part.

MRS. INEZ F. SHELDON,
State Chairman, Fresno.

YOSEMITE CONVENTIONS CALIFORNIA LIBRARY ASSOCIATIONS

MILTON J. FERGUSON

Librarian, California State Library, Sacramento

YOSEMITE Valley has long been considered as a meeting place of the California Library Association; but various and seemingly important reasons always influenced the executive board to say, "Yes, but not this year." The name of the place has a sort of magic ring; it is a resort to which folk who have forgot work and are out for play turn for an annual outing. And no doubt, too, the librarians in high association office have had a little boring idea in the backs of their heads that boards and others at home might be a bit skeptical over the seriousness of a conference held in wonderland. If this guess be true, it can now be recorded that librarians, for once in their lives, were in error. No meetings have been more businesslike, or attended by a higher percentage of those persons on the register.

This attitude of earnestness during the annual convention was a sort of cap-sheaf to the spirit of the year's work. President Susan T. Smith set out upon her official journey with a pretty definite program: she wanted to enlist librarians in an endeavor to prove to their

clientele that a library has a very important, an economic place in the business life of the community. She believes that while the book has quite all of the spiritual and intellectual uplift which has long been attributed to it, it also has a trade, a commercial value not often realized. As a consequence, she has preached, very earnestly during her incumbency, the necessity on the part of the librarian of making the public know by actual demonstration the monetary value of its library. Then only will the library's budget be such that its possibilities may be realized.

It would be a mistake to give the impression that this conference was one in which the click, click of the adding machine and the cold ring of the dollar deadened the fine friendliness and literary quality of such gatherings at their best. It showed rather the harmony of business and books; and perhaps pointed the way to a better era when the two working in double harness may travel far and happily.

In times past the California Library Association has had out-of-state head liners on its program; but at Yosemite it was rich in new

voices, new faces and new messages. Edmund Lester Pearson came all the way from New York City to talk on a subject as old as book reviewing; and he made it as fresh and as irresistible as that latest revolutionizing device on next year's car—something that compelled you to buy after you had quite made up your mind to run the old bus for another year. He is one of those delightful persons—may their tribe increase—who are proving to profession and to public that librarians are human creatures, with the type of heart, head, and stomach common to the species.

"Sir" John Ridington of B. C.—though in point of timeliness he is altogether A. D.—has become a regular visitor at California library conventions. He has become well enough acquainted with us to know our greatest virtues and friendly enough to tell us about them without rousing our anger. This year he was in at the finish on a fox-hunt which was begun in 1919, when he met with us at Del Monte and proposed a joint session of the California Library Association and the Pacific Northwest Library Association. The Association decided to have triennial meetings with our neighbors on the north.

Then there appeared on the program a young woman who has recently written one of our most delightful ornithomantic treatises entitled "A tree with a bird in it." This thing had never been done before, but having been done is done; it is hoped that the author, because of her freedom of quotation, may not have incurred the serious displeasure of the numerous authorities whom she lifts. Margaret Widemer has several other volumes to her credit; she owns an excellent pocket typewriter—her word for it—and with the ready wit with which she is graced and of which she gave unstintingly, and with fair industry, she may be expected year by year to give us of her wares. To the young women in the library business she is interesting as a clever author, but perhaps even more so as one who once a librarian herself, threw off the shackles and sings sweetly ever after.

The programmers, without consulting the weatherman, arranged a picnic supper. A perfect rain storm drove the crowd indoors, where stunts and songs and the reminiscences of Charles S. Greene, who, thirty odd years ago, playing the part of a hopeful young lover, first saw the valley—and won—made the evening good fun. Governor Richardson, whose press association was likewise meeting at the Lodge,

happened in and demonstrated droll story telling methods. His technique was excellent and his results were not lessened by the fact that he took himself as the victim of his tales.

It has been customary for several years past for the county librarians to continue in session one day after the C. L. A. adjourns. The occasion this year was made use of to take a broader view of the development of county library work in some neighboring states as well as in California. County librarians have a habit, in addition to doing their professional work, of becoming a part of the community life. They have thus had opportunity to make themselves of great value outside the rather broad circles of their service. Six of them told of enterprises as diversified as municipal Christmas trees, historic landmarking, wild flower shows, preserving the wild life of nature, billboards and pageants.

The Yosemite meeting of the California Library Association had much of the value one may reasonably expect from such a gathering; it was instructive, entertaining, friendly. It served to elevate professional aim and to stimulate professional endeavor.

COMMENTS ON YOSEMITE CONVENTIONS OF LIBRARIANS

JAS. A. BARR

The meeting of the California Library Association in Yosemite Valley June 4th to 6th seemed a Pacific Northwest Conference in embryo. The California County Librarians met in annual session on June 7th.

* * *

Mr. Milton J. Ferguson, State Librarian, gave the opening address at the meeting of the California Library Association and presided during the day that the county librarians were in session. He was "pleasantly pungent" in his usual happy way in discussing any point at issue. Whenever a tangle occurred, it was usually Mr. Ferguson who came to the rescue with its solution.

* * *

John Ridington, Librarian, University of British Columbia Library, at Vancouver, represented Canada in his inimitable way; Miss Eleanor Stephens, Librarian, Yakima Public Library, told of Washington's struggles for a county library law, and Miss Anna Mulheron, Librarian, Portland Library Association, spoke so strongly concerning book reviews that a most animated discussion followed.

Miss Ethel R. Sawyer, President of the Pacific Northwest Library Association, had been invited to state her views on library cooperation on the Pacific Coast. She was unable to come, but sent a paper which was read by Miss Cornelia D. Provines, Librarian of the Sacramento County Free Library. Miss Provines had been sent by the county librarians of California to represent this state last year at the meeting of the Pacific Northwest Library Association, so presented the paper most understandingly. The paper was discussed at length and the convention went on record as favoring a motion that "the California Library Association hold a joint meeting as soon as the two executives might be able to make the necessary arrangements."

Edmund Lester Pearson of the New York Public Library gave an interesting address on book reviewing from the standpoint of the librarian.

The famous printer, John Henry Nash of San Francisco, gave a most fascinating talk illustrated with rare specimens of artistic printing and imported paper.

Margaret Widdemer, the author, and Margaret Carnegie Gauger, formerly of the Pittsburgh Carnegie Library, but now with the Berkeley Public Library, were two outstanding figures at the convention.

Miss Mary Lawrence, representing the library of Hawaii, said that the county library system of the Hawaiian Islands was complete. There are four counties, some of them comprising several islands. Each county has a county library with a county librarian from California.

Miss Susan T. Smith, President of the California Library Association, upheld her record as a fine executive. With the California Library Association, the California Press Association, and the District Attorneys' Convention meeting simultaneously at Yosemite Lodge, it required more than ordinary ability to meet all the demands from the belligerent, "Why wasn't my reservation held?" to whether it was better to have a city manager than a board of library trustees.

Miss Mary Harris, the capable chairman of the Jinks and Hospitality Committee, had a strong backing in the staff of the Fresno

County Library of which she is a member. Miss Sarah E. McCardle, County Librarian of Fresno County, brought two auto loads from her staff and they put on stunts that sent the most sedate librarians off into peals of laughter.

Miss Jeannette M. Drake of the Pasadena Public Library was elected President of the California Library Association for the year 1923-24. H. O. Parkinson, Librarian of the Stockton Public Library, was elected Vice-President and Miss Hazel Gibson will continue as Secretary-Treasurer.

Governor Friend W. Richardson added to the pleasure of one evening's entertainment by telling of his varied experiences, interspersed with many amusing and apt stories.

The State Library was represented by Milton J. Ferguson, State Librarian; Miss Mabel R. Gillis, Assistant Librarian, and Mrs. May Dexter Henshall, County Library Organizer, and Miss Essae M. Culver of the Reference Department.

A sextette of county librarians told of their experiences under the head of county library by-products. Miss Elizabeth Stevens of Tehama County originated the idea of a municipal Christmas tree for the school children of the entire county and the people of Red Bluff working with the teachers of the rural schools made Christmas of 1922 one that will never be forgotten.

Miss Gretchen Flower of Tulare County, who is vice-president of the Hill and Mountain Club of that county, told of the fine work being done in the preservation of natural beauty there. A county library branch in the Giant Forest is much appreciated by those interested in nature or desiring recreational reading.

Something unique in library advertising was demonstrated by Miss Bessie Silverton, County Librarian of Stanislaus County, when she displayed a miniature bill board to illustrate a large one on the state highway proclaiming to the passerby the resources of the Stanislaus County Free Library.

Miss Edna Hewitt of Sutter County recounted the plan worked out by the club women aided by the county library to place a tablet along the highway in the Sutter

Buttes to commemorate John C. Fremont's passage through that section in pioneer days.

Miss Clara B. Dills of Solano County told of the historical pageant held at Benicia that turned the thoughts of an entire county toward its early history and in which hundreds of people participated when it was enacted in May. The idea of the pageant originated with Miss Dills and Miss Anna Kyle, music supervisor for Solano County. The county library furnished the historical information necessary for the success of the undertaking.

Miss Blanche Chalfant of Butte County gave a most interesting account of a wild-flower venture on the part of the county library. In response to a request to participate in a wild-flower exhibit at San Francisco the county library sent a beautiful collection which was awarded the gold medal for its beauty and the rarity of some of the specimens.

Mrs. Julia G. Babcock of Kern County, who attended the A. L. A. at Hot Springs, National Park, Arkansas, in April, gave most vivid impressions of her trip and the meeting.

Mrs. Alice G. Whitbeck of Contra Costa County, chairman of the N. E. A. Exhibit Committee, reported that the main feature of the exhibit was to be a large map of the state showing the extent of county library service.

Mrs. B. T. Best, custodian of the Bishop Branch of the Inyo County Free Library, captivated her audience when she related her experiences showing the operation of the county library from a custodian's point of view.

Miss Essae M. Culver, recently appointed County Librarian of Merced County, gave an unusually fine paper on the work of the state library from the point of view of a county librarian. Miss Culver before her appointment in Merced County had spent a year in the reference department of the state library. Her comprehensive understanding of the function of the state library was most unusual.

There are still available copies of the Proceedings, California High School Teachers' Association for 1923. Address, Sierra Educational News, San Francisco. Fifty cents per copy.

UNIVERSITY OF SOUTHERN CALIFORNIA

THERE has during recent years been tremendous development in our educational institutions throughout the nation. Since the war, attendance upon schools of higher learning has increased by leaps and bounds. In California are numerous outstanding institutions of college and university grade. Few educational institutions in state or country at large can boast the growth during the last decade and especially during the two years past that has come to the University of Southern California at Los Angeles.



Dr. Rufus B. von KleinSmid

Up to a few years ago, this was a struggling institution with no endowment, facilities of the most meagre nature and inadequate faculty. Its standards, too, in common with other small schools generally, were entirely too low. Under the administration of President Bovard the school began to take its place. Two years ago on the retirement of Dr. Bovard from active service, the University was most fortunate in securing as President, Dr. Rufus B. von KleinSmid, whose administration of the University of Arizona at Tucson attracted

the attention of educators the country over. President von KleinSmid immediately set out to build further upon the splendid foundation laid by Dr. Bovard and to carry forward new plans.

The visitor to the campus of the University of Southern California would be surprised at the developments that have taken place in the last few months. Plans are going forward for new buildings and equipment. A ten million dollar endowment fund campaign is well on the road to realization and the faculty has been strengthened by the addition of a number of men and women known nationally in their respective fields.

The student body has grown in the last decade from a few hundreds to nine thousand. During the last semester forty-three nations were represented. The graduate school had an enrollment last year of 375, representing a large number of different universities. Seventy-five masters' degrees were granted this year. The School of Law and the School of Dentistry have occupied high places for a number of years past, and in History, and Economics, and Sociology, and Education, and in the numerous other departments the work is of a nature to be given high credit anywhere.

University of Southern California has a distinct place to fill in the state, and this it is doing in a remarkably fine way. Its building and expanding program, its fine spirit and its over increasing standards, all indicate a growth paralleled by few universities. It is difficult to imagine what the developments will be in the decade ahead of us.

UNIT TEACHING COSTS IN CALIFORNIA HIGH SCHOOLS

UNIT costs depend of course, to an important extent, on the size of classes, and in small high schools small classes are probably inevitable. But part of the difficulty of the small high school arises from the fact that its curriculum is often organized in imitation of those of larger schools and is not well adapted to local needs.

For example, commercial subjects occupy a very important place in the majority of these small rural high schools. The median percentage of the teaching budget devoted to commercial instruction in these schools is 22%, about twice as high a percentage as appears in high schools of any other size. Numerous classes in commercial branches in small high schools enroll but from one to five students. Economy and good administration suggest the

elimination of some of this instruction, or at least the offering of such classes only in alternate years.

The chief hope for a reduction of credit unit costs for teachers' salaries then seems to lie in:

(1) The reduction in certain subjects of the number of recitation periods per week per credit unit.

(2) In certain increases in size of classes, or the elimination of very small classes.

(3) In some instances in the increase of number of classes per teacher per week above the number previously considered the maximum desirable.

(Mr. R. J. Teall in address July 6, 1923.)

EDUCATIONAL IMPLICATIONS OF THE SOCIAL PROGRAM OF THE HIGH SCHOOL

MY survey of the schools of California would reveal as facts, the opinion that there are a great many activities going on in our high schools which are not academic, taking up the time of teachers and pupils. In a recent survey one school had 45 activities; another school of 250 pupils listed 17 activities. There are in these schools assemblies, plays, parties, and all sorts of other activities which have found a place in the social curriculum of the high school. These activities have just grown. In them is the interest of the student.

The social program should be the means by which students learn to live. We have not in our education achieved in men, that fine art of knowing how to live with other people. Our international relations show us this. There are in schools often cases of misappropriation of funds. We do not always have the best leaders leading our students. If we are thinking the social program, we cannot think only of possibilities, but how we are reaching those possibilities. Activities spring up; someone must direct them.

There is a necessity for leaders of social programs. Each school should have a social director who knows what teaching should be contained in the social curriculum—and how to organize her faculty. She should say to herself, "How many students are having a chance to get this social training to help them to live with people?" There must be a social faculty. The load of work should be divided. The teacher taking a heavy burden of social activities, should be relieved from other duties.

(Sarah M. Sturtevant in address July 6, 1923.)



FROM THE FIELD



[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

Greetings from the President of the National Education Association

TO be President of the National Education Association is to represent the greatest body of teachers in the world. It is to accept a solemn trust that lifts one above the ordinary responsibilities of locality or group to broader duties to the profession as a whole and to the Nation. In accepting the trust I dedicate myself to the service of the entire Association and the profession it represents. The Association has an efficient headquarters staff upon which I shall rely. It has a well conceived program which shall be my program. It has an outstanding mission to which I shall give my best and for which I bespeak the enlistment and wholehearted cooperation of the teaching profession. The cause of education is the foundation upon which we can unite to build a greater profession and a greater and better Nation.—OLIVE M. JONES, President of the National Education Association.

A Question to Principals and Superintendents

I HAVE a question to ask you, who are principals and superintendents, but first I must tell you what happened when I taught last year at, let us call it, Lynn, California.

I had not been teaching long before I heard that one of the teachers, Miss Brown, was thinking of leaving at the end of the term and of trying to find work in the Bay region, where she had gone to college. Miss Brown was getting better pay in Lynn than she could get in the preferred district, she liked the principal, and she was certainly popular with the students; therefore, I was a little curious to know why she should think of making the change. One day she told me.

"I don't mind the teaching here," she said, "but there's nothing to do here except teach. I want to go back to a place in which there is some social and recreational life that I may enter."

It was not hard to see why this college graduate, who had lived in Berkeley, should find Lynn rather boring. Instead of her sorority and other college dances, affairs at which she met people of her own culture and tastes, she now might go the American Legion dances of a small town. Not two dozen respectable playhouses, but one, offered to amuse her. Not on almost every week end could she listen to a world famous musician; five times a year, if she were a member of the Lynn Musical Association, she could hear an artist of state repute. As for hiking in Lynn—there was no place but the boulevard. The town's social cliques were closed to all except the members of old and well established families.

Miss Brown handed in her resignation when May came. She told me that the principal tried hard to persuade her to stay.

"Finally I told him about my lack of social life."

"What did he say?"

"He thought it was a good joke, and he laughed."

Just before the close of school, I read in a letter from my mother, who was then visiting in another part of the state, at Hartford. "There are twelve teachers leaving the Hartford schools this year (Twelve is a large number in the little town of Hartford). They say Hartford is too dead."

My question is, is it wise for a principal—or a superintendent—to laugh at the social side of his teachers' lives?—PAUL PFEIFFER, Berkeley.

Mayor Hylan's Letter

EVEN the men who are supposed to be politically minded are in the last analysis thoroughly in sympathy with good schools, and with the results that come from proper education. We have great pleasure in printing below the substance of a letter recently written by Mayor Hylan of New York, to a man whose three sons had just graduated from an institution of learning in that city. As indicating the interest and real substance in this letter, we are glad to print a note of transmittal from Dr. W. W. Kemp, the newly elected head of the College of Education of the University of California. "My dear Mr. Chamberlain," says Dr. Kemp, "the enclosed clipping is from the New York Times, issue of Sunday, July 8. It seems to me it is worthy of publication in the News . . . credit where credit is due. I don't know when I have read a better statement in so short a space of some of the very fundamentals of education in a democracy. Good work, Mayor Hylan. May public officials the country over read it." The letter follows:

Abraham Vogel, Esq., 200 Broadway, New York City:

Dear Mr. Vogel—I cannot forego the opportunity of extending to you my hearty congratulations on the graduation of your three sons from our own City College. It is an occasion in which you, as the father of the three graduates, may feel justly proud; and I am grateful to you for your commendation of my contribution toward this happy event as manifested by an appreciation of the great responsibility to the city of providing for the proper tuition of our boys and girls.

It is a far cry from the little frame school house in the heart of the Catskills where the

rudiments of education were afforded me to the magnificent modern institutions of learning of which the City of New York proudly boasts. The difficulties attendant upon my own early struggles when, as the eldest boy in the family, education became secondary to the compelling tasks of farm life, enlisted my interest in the cause of education—an interest which the passage of years presented an opportunity to translate into practical action. As Tennyson would say, "I had my day and my philosophies."

It has always been my conviction that the training of children should not be limited to a curriculum which condemns all to a life within the bleak walls of a mill or factory. And this is said with an appreciation of the needs of industry and the requirement of a sufficient quota for the proper functioning of America's gigantic industrial enterprise.

The human side has always moved me to greater depths than the mere mechanical side of life. I do not believe it will be denied that men and women whose lives have been confined to the hard, grinding lines of manual labor desire to fit their children for the higher walks of life. Toward the consummation of this parental hope all in official place are in duty bound to aid.

Innate mental limitations or the pressure of family necessity may mean the collapse of the fond hopes of parents. But these should be the only considerations operating to that end.

Free knowledge from the kindergarten to the college must be imparted in a democracy, and whether or not the present City Administration has discharged its obligation in that regard, any impartial observer may personally determine by an investigation of our claim to have built more public schools in the last few years than have been built in several preceding administrations combined.

To my hearty congratulations at this time may I add my cordial best wishes for the fulfillment of every hope which you cherish for your three boys so happily named.

Sincerely yours,

JOHN F. HYLAN, Mayor.

Educational journalism is attaining a status of increasing dignity and importance. School teachers are everywhere manifesting lively interest in the professional significance of their journals. Professor W. Carson Ryan, Professor of Education, Swarthmore College, has prepared an excellent digest of "Recent Developments in Educational Journalism." (U. S. Department of Education, Bulletin 1923, No. 25, 14 pp.)

Recent developments in educational journalism have had to do chiefly with the efforts of professional journals to maintain the publication of scientific material in the face of a high-cost emergency that has not yet wholly passed away; with the creation of new state and national association journals or the reestablish-

ment of older ones on a better business and professional basis as a conspicuous part of the recent noteworthy growth in teacher organization; and with the strengthening of educational publicity in the columns of the daily newspaper and in other media of general rather than pedagogical appeal.

The technical educational journal has been having a very difficult time and has hardly more than held its own. Educational journalism in the daily newspaper, on the other hand, has maintained itself effectively and has improved in quality; while the new life that has come into the state educational journals in the past two years, to say nothing of the Journal of the National Education Association, indicates a rapidly growing professional sense on the part of American teachers that should sooner or later result in a more secure position for such of the educational journals as are of genuinely national scope and interest and can prove their value.

An accurate and acceptable list of educational journals is made difficult by the lack of a standard definition. There are 44 periodicals reporting to the United States Bureau of Education as the result of a recent inquiry, and the merest glance through the list shows how varied the publications are. Efforts have been made to eliminate the mere news sheets or school and college papers usually found on "educational" lists, but there is still a sufficient variety to be puzzling.

Perhaps the most striking feature of this list of educational journals is the scarcity of periodicals of really national scope, and the limited circulation of those that there are. Of the 144 journals listed, probably not over ten can rightfully claim to be independent and national in the sense that they try to deal with educational problems in a national way free of associational connections. In the case of at least four of these, circulation figures are not available even in the form of publishers' estimates. Only two of the journals meet the first test of honest journalism by reporting audit bureau or detailed figures. The aggregate circulation of all ten, if we accept publishers' claims for six of them and make the most liberal estimates for the others, is considerably less than 40,000.

The one in this group of journals reporting the highest figure (10,855) is intended for a special non-professional clientele—members of boards of education—so that the typical educational journal of the sort our libraries and professional educational workers must chiefly depend upon is an affair of around 3,000 circulation. It is hardly surprising, in the circumstances, that the mortality among school journals is high; barely one-fourth of the journals now publishing antedate the twentieth century, while in the two years under review ten educational periodicals have passed out of existence and 17 new ones have been established.

Annual Convention, County and City Superintendents of California, week of October 15, 1923.

EDUCATIONAL LITERATURE

STANDARDS FOR ELEMENTARY SCHOOL BUILDINGS

A RECENT Teachers' College, Columbia University, publication, under above heading, contains much of interest to students of education, principals, superintendents and classroom teachers. The booklet of 57 pages is prepared by G. D. Stayer and M. L. Engelhardt. It recognizes the fact that the large sums of money being spent in the housing of school children offers sufficient reasons for a close study of the whole problem and the suggestion of standards such as will make both for economy and efficiency. The book, in addition to a valuable introduction, contains chapters on: The Scorecard; Standards for Elementary School Buildings; The Scorecard Method of Evaluating School Buildings; The Use of the Scorecard and the Possible Nature of a Report; closing with Bibliography of available literature covering the use of the Strayer-Engelhardt Scorecards for School Buildings.

LIST OF MUSIC BOOKS RECOMMENDED BY KINDERGARTEN LIBRARY COMMITTEE Los Angeles

THE following list of music and rhythm books Story, Poems and Picture—compiled by the Library Committee of the Kindergarten Section in the Los Angeles Schools, will prove exceedingly helpful. The list was compiled by Emily B. Baker, Chairman; Maud M. Wrinck and Maud Wright, and submitted to us by Mrs. Eugenia West Jones:

- Barbour and Jones.....Child Land
BentleySong Primer
Buckingham, DoraSongs for Children
Conant, Grace Williers..The Children's Year
CrowinshieldMother Goose Songs
CrowinshieldMore Mother Goose Songs
NeidlingerSmall Songs for Small Singers
Perry, GeorgiaLittle Songs for Little People
Ripley and HartsSong Development for Little Children
Smith, EleanorSong Devices and Jingles
Smith and Poulsion.....Songs of a Little Child's Day
Wallaston and Crawford Song Play Book

RHYTHM BOOKS

- Arnold, Francis.....Child Life in Music—Vol. I and II
Crawford, CarolineRhythms for Childhood
Hofer, MarieMusic for Child World—Vol. II
MosesRhythmic Action, Plays and Dances

Story Books Recommended by Kindergarten Library Committee

FOLK-LORE AND FAIRY TALES

- Bailey, C.Firelight Stories
Bailey and LewisFor the Children's Hour
Grimm BrothersPopular Tales
LansingFairy Tales—Vol. I
O'Grady and ThroopThe Story Teller's Book
Scudder, HoraceThe Children's Book
SerlIn Fable Land
ParraultFairy Tales
ThomsenEast of Sun and West of Moon
WillistonJapanese Fairy Tales

MISCELLANEOUS COLLECTION

- Bailey, C.For the Story Teller
BighamsMother Goose Village
Bryant, S. C.Stories to Tell to Children
BurnhamThe Children's Hour
CoeFirst Book of Stories
LindsayThe Story Teller's Book
LindsayMother Stories
LindsayMore Mother Stories
LindsayThe Story Garden
SkinnerNursery Tales

Poems Recommended by Kindergarten Library Committee

- Betts, Ethel Franklin ..Favorite Nurse Rhymes
McMurrayTree-top and Meadow
Sherman, Frank
DempsterLittle Folk Lyrics
Smith, Jessie WilcoxChild's Book of Old
Stevenson, R. L.Child's Garden of Verses
Wiggins and SmithPinafore Palace

PICTURE BOOKS

- Caldecott'sPicture Book
Brooke, LeslieThe Golden Goose Book
Smith, BoydThe Circus
Smith, BoydFarm-Book
Smith, BoydChicken World
Wright, Blanche Fisher..The Real Mother Goose

SAN MATEO COUNTY SAVES REDWOOD GROVE

OFFICIALS of the Save the Redwoods League have sent a message of congratulation to the supervisors of San Mateo County, who at their last meeting voted to purchase for public use a splendid grove of Redwoods, known as the McCormick Tract, on the county road six miles from Pescadero. This action means the preservation of the few large tracts of primeval redwoods remaining in that immediate region, which once was covered with a forest of giant trees.

The grove is 31 acres in area, and contains approximately 18 million feet of timber. It is a veritable wonderland of forest growth, and on the banks of Pescadero Creek. The grove was purchased for \$70,000.

The Pre-School Child from the Standpoint of Public Health and Education—By Arnold Gesell. Houghton-Mifflin Co.

"Can the kindergarten of the future meet this specification?" is the first question to arise in the mind of a school man who has read Dr. Gesell's new book, "The Pre-School Child." For "The kindergarten of the future," says the author, "will probably reflect more the atmosphere and technique of a health-promoting agency and less that of a sub-primary room. In this setting the bodies of children will thrive better and there will be ample opportunity for mental and spiritual nurture as well" p. 66.

"Should the kindergarten try to meet it?" will probably be the query of the kindergartner.

Whether one agrees with the author or not, he must admit that a most useful volume has been produced, for it raises the next big question in social progress: the physical and mental health of the "pre-school child" and the awakening of his parents to his real needs and their importance.

To Parent-Teacher Associations and other organizations interested in child life, the book will have immediate appeal, and to these it should be recommended by principals and superintendents at once.

WILLIAM JOHN COOPER.

Silas Marner—By George Eliot. Edited by Charles R. Gaston, Richmond Hill High School, New York City. The Atlantic Monthly Press. Pages, 259.

The story of the Weaver of Raveloe and of Eppie does not grow old. It has a charm and inspiration for each successive generation of high school students.

The edition under review is a very attractive specimen of the publisher's art. An appreciative study of George Eliot's life prefaces the text. The notes and questions have been carefully done by a practical hand. They are ample; but they leave still something for the reader to do.

A. J. C.

Songs of the Air—By Louis Leon DeJean. Harr Wagner Publishing Co. Pages, 55. Price, \$1.25.

Louis L. DeJean, author of "Songs of the Air," a Californian, enlisted in the Canadian Army in July, 1916. The following year he transferred to the Royal Flying Corps, and after six months training, including three months at the famous Tullahoma Flying Field in Texas, he was commissioned as a Flying Officer. DeJean was dangerously injured when his machine, a one-man pursuit plane, crashed at Eastbourne, on the English Channel, in August, 1918. Seven major fractures and concussion necessitated eleven months in hospital and placed him on the permanently disabled list.

In "Songs of the Air," DeJean does not deal with flying as a wartime occupation, but with flying today and tomorrow, when, he believes, the air will supersede the land and water as a medium of transportation. The author has dedicated this volume to the **Unsung Dead of the Air Service**, not because of the part they played in winning the war, but because they were

pioneers in an achievement of far more importance than any war, the conquest of the air.

The Harr Wagner Publishing Company merits special commendation for presenting this unique and stimulating volume of aerial poetry.

V. M.

Secretarial Studies—By Sorrelle and Gregg. Gregg Publishing Co. Pages 401.

Recognizing the paucity of expressions which great numbers of beginners in business have when they enter upon commercial employment, the authors have endeavored: (1) to develop and perfect the secretarial student's ability as a stenographer and typist; (2) to broaden his knowledge of business procedure; and (3) to provide much laboratory practice material. The book is worked out on the unit basis, being divided into convenient groups for instructional purposes. A striking and valuable feature of the volume is a large content of practical problems and concrete suggestions.

The chapters of the first part, which are of an elementary nature, include such developments of the general plan as: Standards of Stenographic Work; Making Business Letters Attractive; Handling Dictation Efficiently; Handling Correspondence Effectively; Technique in Relation to Governmental Correspondence, Follow-up Letters, Mailing Lists, Telephoning, and Business Forms; Transportation; Bank Contacts; Office Appliances. The chapters of the second part, which present advanced secretarial studies, include such material as: Alphabetizing, Filing, Editing Dictated Letters, Interviewing Callers, Organizing Memoranda, and information relative to business libraries, reference books and office organization.

This book marks a distinct departure from books of an earlier date, in that it is geared in closely to actual business forms and procedures. The material is fresh and up to date. The volume is suitably illustrated.

Technical Mathematics in Four Volumes—By Harry M. Keal, Nancy S. Phelps, Clarence J. Leonard. John Wiley & Sons. Vol. I, 228 pages; Vol. II, 268 pages; Vol. III, 138 pages. Volume of Tables for Technical Mathematics, 85 pages.

This set comprises three volumes upon Technical Mathematics, and an accompanying volume of mathematical tables.

The need of an early study of formulas in preparation for technical pursuits, has made Algebra the main subject of Volume I. The authors' development of the Equation is original, interesting, and well organized. Graphic representation is extensively used. This is probably the most effective method of presenting the full meaning of a formula or law. The meaning will be better understood and retained if, at the time of introduction of the subject, the student is given an opportunity to discuss and develop the formula.

Volume II deals largely with Geometry and fits well into a technical course. The number of theorems has been reduced to a minimum. The unusually large number of geometric ex-

ercises is a very desirable element in a book of this kind.

Volume III deals with Trigonometry and the elements of simple solids (surfaces, area, volumes, etc.) The material is well arranged. It is hard to understand why the authors have omitted a discussion of the Prismoidal Formula, which develops a simplified method of determining the volume of any combination of simple solids in one body. Otherwise, the content covers the ground very fully.

Mathematical Tables are treated comprehensively in Volume IV.

A. J. C.

A Short Social and Political History of Britain
—By R. L. Mackie, M. A. Seventh volume in "Foundation History" Series. Cloth. Pages, 440. Illustrated. World Book Company. Price, \$1.88, postpaid.

In attempting to tell within the compass of some 400 pages the story of Britain from early times to the close of the World War, the writer of a text book faces a difficult task. But Mr. Mackie, of the Dundee Training College, has achieved considerable success in writing a fresh and stimulating sketch of the social and political history of Britain suitable for high school students.

Teachers of history who believe that the history of the people is a true history of the country will welcome this book. In introducing young readers to the sociological aspects of history, the author shows a freshness in conception that may serve as an apology, if such be necessary, for a new text book in English history. The idea of national development in British history and the importance of the economic background of political evolution are emphasized. Strict chronological order is abandoned in order to group connected topics, thus making certain accounts more understandable.

The book is well written, with a number of delightful touches and vivid word pictures. Yet throughout the author is a sound historian who deals with such matters as the Irish question, the American Revolution, and the World War in a most judicious and temperate way. One gains an impression that Mr. Mackie feels that his country is big enough and brave enough to have the truth told about her.

V. M.

Spoken English: A Method of Improving Speech and Reading by Studying Voice Conditions and Modulations in Union with Their Causes in Thinking and Feeling—By S. S. Curry, Ph.D., Litt. D. President of the School of Expression. Boston Expression Company. Pages, 320.

The late Dr. Lyman Abbott, in the Outlook, made the following significant statement concerning the methods of Dr. Curry:

"Too much stress can hardly be laid on the author's ground principle, that where a method aims to regulate the modulation of the voice by rules, then inconsistencies and lack of organic coherence begin to take the place of that sense of life which lies at the heart of every true product of art. On the contrary, where vocal expression is studied as a manifestation

of the processes of thinking, there results the truer energy of the student's powers and the more natural unity of the complex elements of his expression."

"The fundamental principle," says Dr. Curry in the preface, "is to have a right action of the diaphragm, that is to say, sympathetic fullness in the middle of the body. A breath should be easily and sympathetically and harmoniously retained by the elastic activity of the diaphragm and other inspiratory muscles. Mere analysis of the actions of diaphragm and of the correct method of breathing will not be so helpful to the young student as simple laughter and observation of the action of breathing and the throat. The tone should be supported freely at the diaphragm. There should be the feeling of a column of air in the middle of the mouth. The whole throat should be passive and relaxed and open. The right condition of the throat and tone passage can result only from the right retention of the breath, the coordination of activity, or an elastic sense of fullness in the middle of the body, with the right passivity of the throat. This causes large vowel chambers and free open tone and must be gained by the sympathetic rendering of exclamations repeated many times with an accentuation of the right preparatory conditions. This is the primary aim of all true vocal exercises."

Other books by Dr. Curry, published by the Expression Company, are: Province of Expression, Mind and Voice, Lessons in Vocal Expression, Imagination and Dramatic Instinct, Vocal and Literary Interpretation of the Bible, Browning and the Dramatic Monologue, Foundations of Expression, Classics for Vocal Expression, Little Classics for Oral English, and Spoken English.

V. M.

Learning English—By Annie Fisher, District Superintendent of Schools, Hartford, Conn. Ginn and Co. Pages, 306.

The sub-title of this book, "A Conversation Reader and Language Book for New Americans," describes it accurately. The material has been skilfully selected and graded on the basis of actual classroom tests over a period of several years.

One hundred seven "Lessons" are supplied for the foreign-born adult. Each lesson gives: (1) a list of words in common use in life situations; (2) a set of questions and answers of a conversational type; (3) a summary of the subject matter through the agency of interesting themes. These lesson elements are to be put to practical use in oral, reading and writing exercises and drills.

Emphasis is placed upon civic interests. In fact, the underlying purpose of the course is the teaching of English as a means of promoting better citizenship.

The text is wholly in line with newer methods of instruction as applied to the special problems of the newcomers to our land. It should be a welcome addition to other contributions in this important field of work.

A. J. C.

Everyday Good Manners for Boys and Girls—
By Ernestine Louise Badt, Laird & Lee.
Pages, 66.

The author's preface is succinct and timely, in these blowsy days of jazz manners and slovenly speech: "My experience of several years as a teacher of dancing among the children of Chicago has convinced me that instruction in dancing is much less needed than a correct knowledge of good manners."

"The first and essential thing is a very definite understanding of the fundamental, familiar rules and principles applicable to daily life. These I have stated simply and directly, speaking very plainly when plain speaking is necessary. This little book is a compact guide to everyday good manners."

"It should be impressed upon young people that good manners do not consist merely in formal behavior in company. Good manners begin at home, and are founded on good personal habits. Accordingly I have said quite as much about these fundamentals as about the more formal matters. Both are necessary, and neither replaces the other."

The following selection on "Sitting" is typical of the clear and excellent directions throughout this unique little volume:

"Assume a dignified position in sitting, as it is a mark of respect to yourself and the company you are with. A boy does not sit astride a chair nor with his legs spread out, nor a girl with her legs crossed. Crossing the ankles is permissible; but never extend the legs out so far in front as to place the feet where they may trouble others in passing. Push back as far as you can in the chair, and lean forward from the hips, keeping your spine straight. Never tilt the chair on its back legs."

V. M.

Friendly Tales: A Community Story Book—
By Carolyn Sherwin Bailey. Milton Bradley Company. Pages, 377. Price, \$1.50.

Here is a book written to establish a community of childhood interests. Good stories for children are never easy to find. And that is especially true of stories that, in a perfectly natural way, will show the child that he lives not alone but in the lives of others. A tale without a moral may be valueless, but if the moral is too apparent, the tale is even more valueless.

In "Friendly Tales" every story has its point, but the moral is left for the child to see. The stories are grouped under five general heads: The Map of Fairy Land; Four-Legged Neighbors and Some with Wings; When Great Days Come to Town; In Toy Town; In a Child's Town. The stories are real children's stories, and will hold the interest of the child from the opening story, "In the Kingdom of Friends," to the happy closing one telling of "Timmy's Mixed-up Morning." The book will answer that constant call from the child of "Tell me a story." Parents, teachers, librarians and community workers will find that the book fills a real niche whether in the home, the school or the library.

(1) Methods in Elementary English: An Introduction to the Teaching of Good English in Speaking and Writing—By Nell J. Young and Frederick W. Memmott. D. Appleton & Co. Pages, xiii; 238.

Excellent suggestions and much real helpful material for language work in the first three grades are contained in a little volume by Nell J. Young and F. W. Memmott. (1) A thirty-page treatment of such topics as Oral Composition, Directed Conversation, Teaching the "Sentence Sense," Class Criticism, Corrective Exercises, Voice Training, and Composition Materials, is followed by a comprehensive course of study for Grade I, Grade II and Grade III.

There follow 125 sentences illustrative of the most common errors and 42 sections (80 pages) of Language Games, designed for pleasant drill in correct usage, enunciation and pronunciation. The book might well be adopted as a basic course of study in English for the primary department of any school system.

(2) The New Democracy in the Teaching of English—By Walter Barnes. Rand-McNally Co. Pages, xx; 95.

Stimulation for teachers of the upper end of the English Course and especially the high school years, is furnished by a little volume (2) of three essays just off the Rand-McNally Co. press. Walter Barnes of the Fairmont (W. Va.) State Normal contends under the title, "Making English Democratic," that we give up forcing on all children literature that is too "literary" and instead "meet the children a little more than halfway, and then, as rapidly as possible, lead them on and up to higher reading levels" (p. 19).

In the "Palace of Pedagogy," the author says that literary art recognizes four forms of discourse: narration, description, exposition, and argumentation, but that the democratic teacher of written composition must teach at least eight forms: "conversation," "discussion," "explanation," "informal argument," speech making, story-telling, letter-writing, and such "prosaic unpretentious types of writing" as note taking, reports, petitions, diaries, etc.

The third lecture, "Democratic Ideals of Culture and Efficiency: Their Relation to English," provides a stimulating analysis of "Democratic Culture" (pp. 63-71,) and of "Efficiency" (pp. 72-74.) The little volume should be read not only by teachers of English, but by principals and superintendents as well.

WILLIAM JOHN COOPER.

Readings in General Psychology—By Edward Stevens Robinson, Associate Professor of Psychology, University of Chicago, and Florence Richardson-Robinson, formerly Assistant Professor Psychology, University of Chicago. The University of Chicago Press. Pages, 674. Price, \$4.50.

Edward S. Robinson is associate professor-elect in the University of Chicago. His experience as a teacher has been gained in the University of Chicago, Yale University, and the University of Cincinnati. Florence R. Robinson was formerly assistant professor in the Uni-

versity of Chicago, and professor in Drake University. She is now at the University of Chicago, devoting her entire time to writing and research.

The objective of the volume is concisely stated in the opening paragraph of the preface: "We are publishing this volume in the belief that the student beginning the study of psychology can profitably read much more material than is commonly assigned him. It is hardly the purpose of a first course to train the student to such a point that he can read the technical articles of the psychological journals, but he should have enough practice to enable him to read with intelligence the more general literature of the subject, whatever its point of view. But the accomplishment of even this latter purpose is becoming increasingly difficult. Our elementary courses contain so many students that library assignments are in many cases all but impossible. In light of this fact, we feel that instructors will welcome a single volume which contains an ample and representative supply of reading materials."

Typical selections, indicating the wide scope of the readings, are: Introspection, **Robert Sessions Woodworth**; The Form, Size and Weight of the Brain and Their Relation to Intelligence; Ethical Implications of Habit, **William James**; The Limits of Hearing, **William H. Howell**; The Sense of Equilibrium. A—**H. Newell Martin**; (revised by **Ernest G. Martin**; **B. Lightner Witmer**; Imagination in Science, **Karl Pearson**; The Conditions of Pleasure and Pain (Unpleasantness), **Henry Rutgers Marshall**; Five Types of Decision, **William James**; and Work and Rest, **Edward S. Robinson**. V. M.

The Koehler Method of Physical Drill—By Captain **William H. Wilbur**, Assistant Instructor of Military Gymnastics, U. S. Military Academy; Assistant Instructor of Tactics, U. S. Military Academy; Special Instructor of Military Academy; Special Instructor of Physical Drill, Officers' Training Camp at Plattsburg Barracks and Fort Myer, 1917. J. M. Lippincott Company. Pages, 149.

This is an admirable and practical little volume, concisely describing a well-known technique in calisthenics, etc. It is clear, well illustrated, and has a place in the working library of every physical director.

The nine chapters are: General; The Conduct of a Physical Drill; Calisthenics; Marching and Marching Exercises; Jumping Exercises; Rifle Exercises; Giving Commands; Games and Contests; For the Civilian Instructor.

An appendix comprises selected paragraphs from the U. S. War Department publication on the field physical training of the soldier.

V. M.

Practical Physics: Fundamental Principles and Applications to Daily Life—By **N. Henry Black** and **Harvey N. Davies**. The Macmillan Company. Pages, 555.

Without disparaging the mature study of molecular physics, it may well be claimed that a knowledge of the physical laws operative in

human relations should be possessed by every one. An acceptance of the fact that happenings are due to causes, and, in the material world especially, causes that may be known and traced to their effects, makes rational and satisfying the simple life. It has long been a contention of the writer that such knowledge should be made common, that the scientific attitude should be cultivated at every stage in the individual's maturing; that until well along in adolescence there is needed, not so much a study of the sciences, but science: the behavior of nature and the provable reasons for it; the development of an intellectual consent to the rule of law and a habit of belief in its providence. This training may profitably be begun early. Particularly during youth its value makes for guidance in the shaping of careful thinking. Up to the middle teens practical science is much to be desired and cultivated.

This text, "Practical Physics," is thoroughly satisfying. It has had ten years of use, but has been so expanded and enriched by illustration and problems and exercises as to constitute an almost new interpretation. Particularly in its revised form it meets admirably the standard set in the first paragraph. There is no neglect of the usual topics of systematic physics: "It offers an adequate preparation for any advanced or collegiate study. But its hundreds of everyday problems and stimulating questions and appeals to daily experience constitute a training for an understanding and interesting contact with things and forces and machines and tools and apparatus for the home, the farm, the factory and the shop that has wide significance." The application of physical principles to the submarine, the airplane, the airship and the automobile is full and explicit. Of the last the authors say: "As illustrative material for nearly every division of physics the modern automobile is especially appropriate, because of this widespread familiarity on which a physics teacher can build." The radio phenomena are freely discussed. Altogether the book is a welcome addition to the long list of science texts.

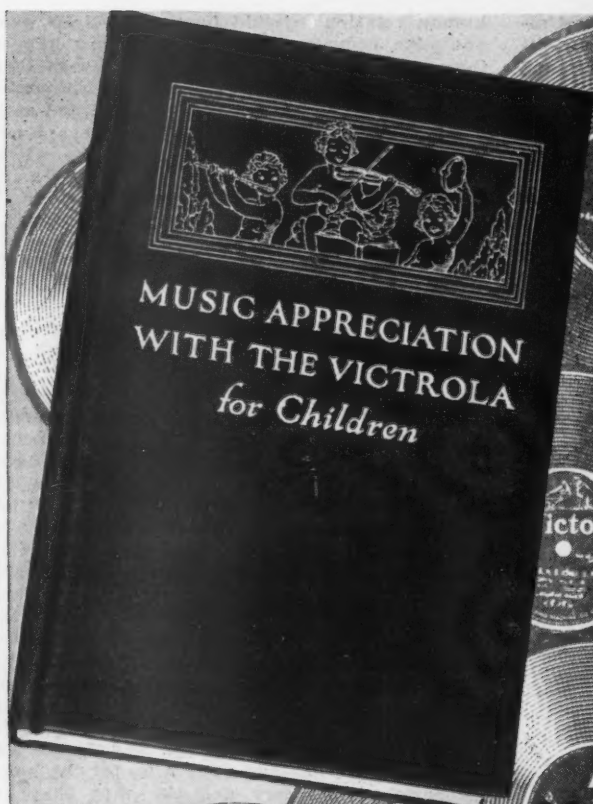
V. M.

Commercial Education in Secondary Schools—

By **Cloyd H. Marvin**, Associate Professor of Commerce, University of California, Southern Branch. Henry Holt and Co. 216 pages.

This book is a thorough study of the place of commercial education in a modern public school vocational program. The author concerns himself with such questions as: The definition of life activities for which commercial education should train; the efficiency of current facilities for commercial education; and the range, methods of organization and presentation of commercial subjects. The author traces the development of tendencies in commercial education from their beginnings, and shows their relation to present-day conditions in school work. He surveys the present status of commercial education upon the basis of data secured in reply to questionnaires. This data is presented graphically by means of tables, diagrams etc., and leads the author to arrive at

(Continued on page 435)



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Say you saw it in the Sierra Educational News

NOTES AND COMMENT

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION

At the June meeting of the Board, an opinion from Attorney General Webb was read in which he stated that the State Board of Education has power to adopt a general regulation whereby County Boards of Education shall be required to limit teachers' certificates granted on credentials, said certificates to expire one year from date, with renewal thereof dependent upon the completion of certain courses of study prescribed by the State Board of Education as authorized by Section 1519a of the Political Code.

The Board rescinded its action of some years ago in which it refused approval of high school courses that included the study of German. At the recent high school principals' convention, after thorough discussion, recommendation was made to the State Board that courses in the study of German be permitted in the high schools of the state.

Resolutions were received from the Daughters of the American Revolution to the effect that their influence would be used legislatively and otherwise to sanction the reading and teaching of the Bible in the public schools.

By resolution the Board declared that after July 1, 1925, no special credentials in oral and dramatic expression should be granted on the basis of less than four years of high school and four years of college work, two of which shall be in the special subjects.

The Commission on Credentials was instructed to adopt such amendments of regulations governing certification now in effect as may be necessary to make effective Senate Bill 444, recently signed by the Governor. The Board rejected all bids for text books in hygiene and geography, this on account of inadequate appropriations to permit the Board in adopting additional text books. The Commissioner of Elementary Schools was directed to report on a text book in Civics.

On recommendation from the Director of Education, Dr. E. R. Snyder was appointed President of the San Jose State Teachers College. Mr. J. C. Beswick, State Supervisor of Trades and Industries, was named Acting Commissioner of Vocational Education from and after September 1. Mr. J. B. Lillard, State Supervisor of Agriculture, having tendered his resignation, Mr. Richard J. Werner was appointed as his successor at a salary of \$4,200 per annum.

In accordance with the recommendations of the Cabinet, the Board authorized the conferring of degrees by teachers colleges as follows: Chico State Teachers College; authorized to confer degrees with major subjects in elementary education, elementary and kindergarten

school education, home economics education. Fresno; degrees with major subjects in elementary education, home economics education, art education, music education. San Diego; degrees in elementary education, elementary and junior high school education. San Francisco; degrees in elementary education and elementary and kindergarten school education. San Jose; elementary education and elementary and kindergarten school education. Santa Barbara; Elementary education.

Retirement salaries were granted to a considerable number of teachers, and the Board voted to invest \$200,000 in municipal school bonds. The Board adjourned to meet in Los Angeles September 24.

WILL C. WOOD,
Executive Secretary.

Many fine junior college buildings are now available for use in the State of California. Among the most recently completed is the \$110,000 Science Building of the Modesto Junior College. It is a beautiful two-story structure, well adapted to use. There is a campus of forty acres with a carefully selected faculty of eighteen.

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 Baldwin's John Bunyan's Dream Story.
 Kupfer's Lives and Stories Worth Remembering.

Seventh Grade

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 Clarke's Stories from the Arabian Nights.
 Baldwin's American Book of Golden Deeds.
 Baldwin's Four Great Americans.

Eighth Grade

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EDUCATIONAL LITERATURE

(Continued from page 431)

interpretations of significance for students of commercial education.

Important chapters are devoted to "curriculum organization," "part-time education in commerce," and "principles of organization for evening commercial classes." This volume will repay examination by any earnest investigator into the broad and constantly expanding field of education for the business world.

The Student's Spelling Aid—By Ray Van Vort, Head of the Department of English, John Marshall High School, Richmond, Virginia. Charles E. Merrill Company. Pages, 96.

This book is the direct outgrowth of actual classroom experience on the part of Miss Van Vort. As a result of careful observation, experiments and records made by the author for a period of several years, there was compiled the vocabulary consisting of 1884 words upon which junior and senior high school students often fail. This vocabulary represents a careful winnowing of errors from thousands of themes, tests and examination papers. The plan of organization of the book divides it into two parts. Part One consists of 75 lessons, 1205 words; Part Two of 33 lessons, 679 words.

Part One reviews and fixes in the pupil's spelling vocabulary an important list of practical words which he will need to use in daily life—words which, quite likely, he has failed to master in preceding grades. It includes the Jones' "100 Spelling Demons"; the common rules of spelling with their troublesome exceptions; common spelling difficulties, with the crux of each error in heavy type; spelling errors due to mispronunciation; troublesome homonyms, prefixes, suffixes; and the "150 Troublemakers."

Part Two is designed to give the student mastery of a useful vocabulary which he needs in his high school work as well as in practical affairs. It includes business and grammatical terms, mathematical terms, names of places, and the vocabulary of home economics and vocational arts; and it covers such other high school spelling requirements as the pupil needs in preparing reports, lesson outlines, theme papers, etc.

An important feature of the book is its emphasis on teaching the student to become a good speller. The words taught are frequently used in context through dictation exercises, and blank pages are supplied in the end of the book where the pupil is to keep special lists of his own spelling difficulties.

This excellent text is unique in its original and worthwhile features, its carefully selected vocabulary, its plan and method of work, and in the practical way in which it solves what is recognized as a real high school problem.

Dr. J. C. Potter has joined the staff of the Spencer Lens Company in San Francisco. Dr. Potter is an expert with optical apparatus. He will have charge of much of the field work in the Pacific Coast states outside of California.

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ECONOMICS OF THE FAMILY, by C. W. Taber and Ruth A. Wardall, discusses household monetary affairs from the high school girl or boy's point of view. The problem method of approach is used to advantage. \$1.40.

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The American Association of University Women recently held at Mills College the second annual convention of the California State Division. We are indebted to Miss Eleba Brease, the past corresponding secretary, for an illuminating statement regarding the convention. "All of the addresses were especially good," she says. "Mr. Joseph M. Gwinn, the new Superintendent of Schools of San Francisco, gave us his impressions of the recent National Education Association Convention and the World Conference on Education. The address of Mrs. Frances F. Bernard pointed out the great power and prestige of the American Association of University Women in education, and suggested a program of work for the Association to undertake in the interests of education. The definite problems are:

(1) To work for a modern curriculum in our schools, especially the elementary schools, which will interpret modern community life.

(2) To carry on the work of educational research in college and higher education.

(3) To investigate the policies of colleges as to the status of the members of their faculties, in regard to promotion and tenure.

(4) To plan for an international program of education and to develop national and international leaders."

The officers elected for the year 1923-24 are: President, Mrs. Henry Goodcell, San Bernardino; Vice-President, Miss Mary Yost, Stanford; Treasurer, Miss Jane Spalding, Los Angeles; Corresponding Secretary, Mrs. E. Ratcliffe, Fresno.

The American Association of University Women held the annual convention at Portland, Oregon, the week of July 16. The attendance was unusually large, owing to the fact that the N. E. A. and the World Conference on Education had brought to the Coast many who might not otherwise come. California and Mills College were highly honored, through the election to the presidency of the Association of Dr. Aurelia H. Reinhardt, President of Mills College. Dr. Helen T. Woolley of Detroit was chosen Vice-President; Mrs. H. W. Vernon of New York, Recording Secretary; Mrs. Albert Ross Hill, Kansas City, Secretary.

A court decision in school law rendered recently in Tehama County is of more than ordinary interest. A copy of the decree and judgment shows that Miss Elizabeth M. Richards, former Superintendent of Schools in Nevada County was employed by County Superintendent Mamie B. Lang of Tehama County as Rural Supervisor to have charge in districts having less than 300 pupils in average daily attendance. The contract was for six months' salary of \$250 per month. After Miss Richards had received several months' salary, the District Attorney filed his written opinion with the Auditor, directing him to refuse to allow the requisition of Miss Richards upon the ground that the laws pertaining to emergency and supervision funds in school matters were unconstitutional and involved class legislation.

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During the first two years of the pupil's (high school) course attention shall be given to the study and discussion of literature presenting American ideals. Such work will not constitute a separate course, but will be a part of the work in English.

—from a bulletin of the State Department of Education.

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By Frances Ross (a silent reader for second or third grade) illus.

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Miss Richards was employed under Section 1543 of the Political Code. Mandamus proceedings were brought and the decree rendered favorable. All of this will prove interesting and valuable in the schools of the state.

Among the Superintendents of California who have served longest in their respective cities, is J. A. Cranston of Santa Ana. His recent unanimous reelection for another term of four years shows clearly the high esteem in which he is held and is a well-deserved honor. Mr. Cranston has done much for the schools of Santa Ana and for the state.

Superintendent John Meissner of Willow City, North Dakota, has written the "Teachers' Resolution," copy of which is here given:

"I am resolved to like the community in which my lot may be cast; to be a part of the civic and the social life of the people; to be free from local, political and other antagonisms; to meet the parents and the patrons openly and frankly; to give and take in my dealings with my fellow teachers; to live free from professional jealousy; to be too large to be self-important or an autocrat or a martinet; to base school management on sound principles, not on policy, and to be firm and constant therein; to prepare myself adequately on the whole, and from day to day, to the end of solid service; to cherish good books and to seek the companionship of thoughtful and serious men and women; to be alive as long as I live; to have faith in children, in God, and in myself; to teach from the great book of life as well as from school books; to be a helper and a leader, if possible, without, as well as within the school room; to touch the lives of my pupils and to have no favorites; to talk about things, not people; to think and talk ideas, not gossip; to have worthy ideals in culture and conduct, and to live up to them; to have a larger purpose in teaching than merely to teach for money or as a make-shift to something better; for, to discover, to develop and to set free the soul's latent powers is the greatest work of all; so help me God, to take this resolution to heart and thus be worthy of my calling."

The friends of Dr. Ellwood P. Cubberley, and they are many, are glad to congratulate him upon the completion recently of his twenty-fifth year of teaching at Stanford University. On that anniversary Dr. Cubberley, who is head of the Department of Education and Dean of the School of Education, was the guest of honor at a dinner by the members of Phi Delta Kappa. More than 100 members of the society, both under graduates and graduates, from all parts of the state, were present. Informal talks were made by President Wilbur and Dean Cubberley.

Announcement was made of a fund now under way to be turned over to Dr. Cubberley, to be used by him as he may best judge, to carry forward any project in connection with the work of education at Stanford. It may be mentioned in this connection that a new book by Dr. Cubberley is just off the press, "The Principal and the School." This is the seventh volume written



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and is a distinct contribution to the educational
literature of the day.

Section Meetings of the California Teachers' Association for this fall have been scheduled as follows:

Central Coast Section, meeting at Santa Cruz, October 1-2-3.

Bay Section, meeting at Oakland, week of October 22.

Northern Section, meeting at Sacramento,

week of October 22.

Central Section, meeting at Fresno, November 26-27-28.

In the Central Section there will be meetings in the cities of Fresno, Visalia and Bakersfield on the same days. All seven counties in the section and all cities qualified to hold institutes will meet on the same days. The speakers so far secured are Dr. Ernest Horn of the University of Iowa and Miss Emma Bolenius, author of a well known series of readers. It is also hoped to have Dr. C. A. Gregory of the University of Oregon and Mr. Vaughan MacCaughy of the California Teachers' Association.

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FAMOUS STORIES BY FAMOUS AUTHORS, edited by Katharine I. Bemis and Norma H. Deming, Minneapolis Public Schools. For the Junior High School. Extracts from the work of such authors as Tolstoi, Hugo, Poe, Stevenson, and Irving. *\$1.25 list.*

STORY, ESSAY, AND VERSE, edited by Charles Swain Thomas, Harvard University, and Harry G. Paul, University of Illinois. For the Senior High School. A compilation from the *Atlantic Monthly* designed as a "sequel" to *Atlantic Prose and Poetry*. *\$1.50 list.*

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Dancing in the High Schools is the theme for an interesting symposium in a recent issue of the *Washington Educational Journal*. Leland P. Brown, principal of the Olympia High School, says:

1. School social affairs limited to six a year—three parties and three dances.
2. Attendance at all parties and dances limited strictly to students in regular attendance, their parents and teachers.
3. Each function under general direction of student faculty committee.
4. No functions on evening preceding school day.
5. No party or dance continuing after 11:30.
6. No dancing at parties, and all dances announced as such.
7. No student leaving during dance or party without special permission.

These are the most important of the regulations which have made school affairs, including dances, successful in Olympia High School, according to teachers, students and parents who attend. Approximately 50 per cent of the students attend the dances; 65 or 70 per cent are attracted by the parties. Parents and teachers attend and participate in all affairs. No special regulations governing dances have been found

necessary. No complaint or criticism of the dances has been given, other than that coming from those opposed to dancing any time, any place, under any conditions. It is our belief that a properly conducted dance is an effective means of establishing right habits of social etiquette, overcoming awkwardness and embarrassment and combating the dangers of the unsupervised public dance hall.

Education by radio has been proposed to the University of California Extension Division by friends. The Division has as members of its staff many persons who could doubtless deliver talks of value and interest. Moreover, it would be possible to announce information relative to new classes, lectures, correspondence courses, and other points dealing directly with the work and aims of the Extension Division. It would perhaps be possible even to give certain courses of instruction. If any of our readers are interested in this matter, it will be of value to receive answers to the following questions:

1. Are you interested in education by radio?
2. Do you think that the University of California should undertake the installation of a radiophone broadcasting station?
3. Would a weekly program given under

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GOOD BOOKS — BETTER SCHOOLS

The following new titles have been recommended by the California State Board of Education. They are listed in the July, 1923, List of High School Textbooks.

SECONDARY SCHOOLS

New Rational Typewriting: Rupert P. SoRelle.
Deservedly the most popular typing text published.

Secretarial Studies: John R. Gregg and Rupert P. SoRelle.

Secretarial Dictation

Secretarial Studies Laboratory Materials

The one way to make your secretarial course a reality.

Vocabulary Studies for Stenographers:
E. N. Miner.

Special terms, abbreviations and phrases used in business. With shorthand vocabulary.

Business Letter Writing: Alexander Candee.

A book of good ideas, helpful suggestions and fine English.

The Science and Art of Selling: J. S. Knox.

New edition. All classes enjoy this book. It is inspirational and practical.

Personal Efficiency: J. S. Knox.

A valuable contribution to specific training for

better service, and for leadership in business and citizenship.

JUNIOR HIGH SCHOOLS

Problems in Office Practice and Business Style:
Harold Strumpf.

A drill book of questions and answers, covering the entire subject of general office practice and business procedure.

JUNIOR COLLEGE

Mathematics for the Accountant: Eugene R. Vinal.

This book deals with your every day problems and reduces difficult topics to the basis of plain arithmetic and common sense.

Accounting Principles and Practice, Vol. 1:

G. E. Bennett.

An ideal first year text presenting a clear exposition of accounting.

Accounting Principles and Practice, Vol. 2:

G. E. Bennett.

This book continues the work of Volume 1.

The Bennett Accounting books are authoritative.

Pacific Coast and Orient Office

THE GREGG PUBLISHING COMPANY

Phelan Building, San Francisco

And at New York

Boston

Chicago

London

Say you saw it in the Sierra Educational News

the auspices of the University of California be of interest to you?

4. What type of program should you be interested in?

5. Do you own a receiving set?

The Proceedings of the California High School Teachers' Association for 1923 have been sent to all members of the Association. There are still a number of copies available for distribution. These may be had by non-members at 50 cents each by addressing California Teachers' Association, Phelan Building, San Francisco. The Proceedings contain the Annual Report by the President, Horace M. Rebok; a briefed form of the report on Secondary Education, by Chairman C. E. Rugh of the Committee of Fifteen; brief outlines of a number of reports by members of the Committee of Fifteen, and selected tables giving valuable statistics on problems of secondary education.

The Association held its annual meeting at Berkeley and sessions also in San Francisco in conjunction with the meetings of the Secondary Department of the N. E. A. Reports of members of the Committee of Fifteen were presented. President Rebok was elected to succeed himself as President, and Executive Secretary Chamberlain of the C. T. A. was named Secretary-Treasurer. The Board of Directors consists of C. E. Keyes, Oakland; Willard W. Patty, Berkeley, for the Bay Section; J. R. McKillop, Selma, and Robert J. Teall, Madera, Central Section; Arnold A. Bowhay, Santa Maria, and Nicholas Ricciardi, San Luis Obispo, Central Coast Section; John F. Dale, Sacramento, and L. P. Farris, Marysville, Northern Section; O. A. Cooperrider, Arcata, and George C. Jensen, Eureka, North Coast Section; Sara L. Dole, Los Angeles, and W. H. Hughes, Pasadena, Southern Section. Mr. A. J. Cloud acted as Secretary for the Berkeley meeting.

The hope is expressed that the work so well begun and carried forward to this point may be developed still further the coming year. Indeed, a three or five-year program has been proposed. Effort is now directed toward finding ways and means of printing the complete reports of the studies made by the Committee of Fifteen.

Nearly 200 delegates from the annual convention of the National Education Association passed through Los Angeles on their way home from San Francisco, and were extended the courtesies of some of the motion picture studios. They found that some of the makers of films are making an honest effort to raise the level of their art and make it an educational force in the right direction.

One of the forthcoming productions in which the delegates took an exceptionally keen interest was Charles Ray's ten-reel picturization of Longfellow's poem, "The Courtship of Miles Standish." Through the influence of some of the teaching staff of the Los Angeles Public School system, the delegates were permitted to see many important shots in this historical play. The show was attended with much enthusiasm, because of the growing interest in visual education, which received large attention at the

Brief History of the Present Day Plane

(Continued from the previous issue)

After Mr. Bailey had made an iron plane, with an adjustable iron cutter seat or frog, his inventions led him into the manufacture of planes on a small scale. He, however, fully understood that an association with a large manufacturer would afford him additional opportunities for inventing improvements, and so in 1869 he sold his business to The Stanley Rule and Level Plant, and the entire plane department was placed under his direct charge.

With the facilities of the Stanley plant, he was able to perfect the plane still further. The basic idea of the plane as originally invented by Mr. Bailey still features the modern plane.

This revolutionary movement in plane construction can be entirely credited to the inventive mind of Mr. Leonard Bailey. It has made possible better workmanship and increased production.

The most salient improvements which have been made in the modern plane as manufactured by The Stanley Works have resulted in additional strength, and have made the cutter more adaptable to adjustment.

The "Bed Rock" plane, a still further improvement in the art of plane-making, combines many of the excellent basic ideas of the "Bailey" with some of the recent inventions. The sides are flattened at the top and made parallel to the base line. The knob is larger and affords a better hold than the old style.

The essential difference, however, is a radical departure from the "heel and toe" type of the cutter seat or "frog." Its entire under surface is a plane surface and is in perfect contact at all points with the solid seat cast for it in the plane bottom. A tongue in the under side fits in a groove in the plane body, which insures its being square with the mouth of the plane when adjusted. The two frog clamping screws have been changed to make adjustments easier.

Every conceivable effort has been made in the construction and manufacture of Stanley planes, to produce a practical, serviceable, and economical tool.

A leaflet, "The Evolution of the Plane," may be obtained by writing The Stanley Works, New Britain, Conn.

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Third, teach regular brushing of the teeth after meals and at bedtime.

Colgate's Ribbon Dental Cream is safe for it contains no grit or harmful ingredients. It is a double-action dentrifice. Its specially prepared precipitated chalk loosens clinging particles—pure and mild, its vegetable-oil soap gently washes them away. Because of its delicious taste, children use Colgate's regularly and willingly.

Large tube—25c. A tube for each member of your classes is a sound investment in sound teeth.

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Established 1806



If your wisdom teeth could talk, they'd say—
"Use Colgate's"

*Actual tests conducted for five years in public schools at Bridgeport, Conn. show 50 per cent reduction in backwardness among school children receiving dental care.

Truth in Advertising Implies Honesty in Manufacture

Say you saw it in the Sierra Educational News

San Francisco convention, and the need of film with both entertainment and instruction values. After witnessing the preview, Ernest L. Crandall, Director of Visual Instruction, New York City, sent the following letter to the producer:

Mr. Charles Ray, Charles Ray Productions,
Los Angeles, Cal.:

My Dear Mr. Ray—Permit me to acknowledge with sincere thanks your courtesy in giving me the opportunity to preview your forthcoming picture, "The Courtship of Miles Standish."

This is a most commendable undertaking. It is just this type of plays that will be welcomed by the better class of patrons—plays that have both a literary and an historical value, yet so constructed as to be full of dramatic interest.

The artistry and photography of your production seems to me to be superb. It is clear also that you have spared no pains to be authentic to the last detail in your historical representation. Best of all, you have not destroyed, but rather enriched and enhanced the beautiful Longfellow legend.

You are indeed to be congratulated.

Sincerely yours,

ERNEST L. CRANDALL,

Director of Visual Instruction, New York City.

The observance of special anniversaries and events carried through several days, is becoming quite popular, and is likely to be conducive of worth while results. One of these events is Constitution Week, to be celebrated this year, September 16-22. The purpose is "To Reestablish the Constitution of the United States and the Principles and Ideals of Our Government in the Minds and Hearts of the People." The Citizenship Committee of the American Bar Association has planned this nation-wide observance. A pamphlet setting forth suggestions and outlines of programs is distributed. Copies of this pamphlet may be had by addressing the Citizenship Committee of the American Bar Association, R. E. L. Saner, Chairman, 1412 Magnolia Building, Dallas, Texas.

The American Peace Award, created by Edward W. Bok, is creating a nation-wide interest. Mr. Bok is offering \$100,000, to be given to the author of the best practicable plan by which the United States may cooperate with other nations to achieve and preserve the peace of the world. A policy committee has been created and headquarters opened at 342 Madison Avenue, New York City. A statement recently issued from headquarters is to the effect that "University presidents and educators agree that the plan will advance the most important problem before the American people—and before the next Senate—our international relations." It remains to be seen whether there will be anything really new or vital suggested. In any case interest and thought will be aroused.

The annual convention of City and County Superintendents of California has been called by State Superintendent Wood to convene the week of October 15. At this writing the place of meeting has not been determined.

"The Dudfield Manufacturing Co. of Liberty, Mo., have their Dustless All Metal Crayon Trough and Metal Blackboard Trim at exhibit rooms, 77 O'Farrell St., San Francisco, Cal. For prices and information call on Rinehart Lumber & Planing Mill Co., San Francisco, or The Dudfield Lumber Co., Palo Alto."

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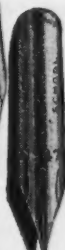


No. 2

No. 47



No. 1



No. 5

Spencerian Steel Pens are the best for schoolroom use because they outwear any two ordinary pens. They retain their smooth-writing points longer against the misuse and hard wear that children put upon pens. Children become better writers quickly with these good tools.

For more than half a century Spencerian Steel Pens have been the standard for school pens. Superintendents and teachers may obtain sample pens on request. Supplies can be obtained from the trade. Write us for samples.

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No. 2—Counting House, excellent for book-keeping.

No. 5—School, fine point; semi-elastic.

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The picture you wish to enlarge is held in position merely with two small strips of adhesive tape (part of the outfit). Then let the point of the pantagraph travel over the outline of the picture to be enlarged, while the right hand lightly supports the chalk or pencil. (See Illustration.)

It is so Fascinating to Use

That your pupils will actually entreat you for the opportunity of making these enlargements on your blackboard.

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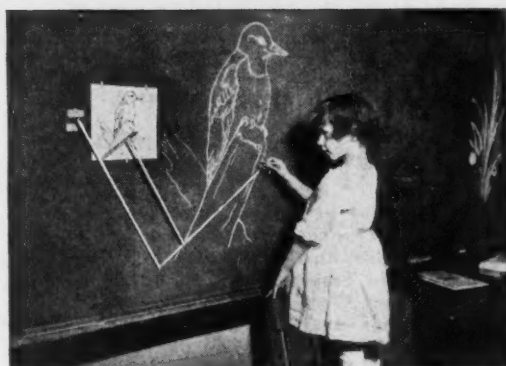
Develops the ability to concentrate, the power of observation, and the desire to create and then express in words the lessons which are learned through this visual instruction.

Order your outfit immediately. Clip this coupon, or write out your order and send it in at once. If within ten days from the time you receive the Drawing Master, you are not thoroughly satisfied, write us, and the purchase price will be gladly refunded.

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The Drawing Master School Equipment

is available in three distinct outfits as follows:

\$5.00 Outfit: (especially recommended) Complete Blackboard Equipment including: 1 Adjustable Pantagraph (Enlarges from 1½ to 6 times the original.) 50 Outline Drawings, 1 Club Membership Board with small fixed pantagraph, making enlargement up to 8 inches square, with Outline Drawings, Book Plates, etc. 1 Box Colored Crayons. 1 Tracing Outfit, Stylus Pencil, Adhesive Tape, etc. (Wrapped in two packages.)

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Gentlemen: Please send to the undersigned

--Regular \$5.00 Drawing Master Outfit Complete

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I enclose \$..... (Either school requisition or minimum payment of \$1, with order, required. Balance to be paid on delivery of outfit, C. O. D.)

If I should find that the Drawing Master is not all that you claim for it, I am to have the privilege of returning it postpaid within 10 days from the time I receive it.

Signed: Name.....

School..... Position.....

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The Los Angeles Diagnostic Clinic for Neuro-psychiatry and Psychology has just been organized under the direction of Dr. Aaron J. Rosanoff, formerly clinical director of Kings Park State Hospital, New York, and Dr. J. Harold Williams, formerly director of the California Bureau of Juvenile Research. It is the purpose of the clinic to "provide complete service in the nature of diagnosis and therapeutic recommendations in cases in which the resources of mental science can be of benefit." A consulting staff of medical and surgical specialists has been announced.

The California Bureau of Juvenile Research, the central laboratory of which has been at Whittier State School, was discontinued on June 30th, 1923, in consequence of the retrenchment program of Governor Friend W. Richardson. The Bureau began in 1915 as a department of Whittier State School under the direction of Dr. J. Harold Williams, who remained in charge until its discontinuance.

In addition to its work at Whittier State School, the Bureau maintained branch laboratories in several other institutions, made psychological surveys of public schools, and conducted training courses for social workers. The staff consisted of ten members.

The publications of the Bureau, including the Journal of Delinquency and a series of bulletins, were discontinued with the Bureau. The Journal, "devoted to the scientific study of problems related to social conduct," has been published bi-monthly since March, 1916, and was the only periodical in the United States limited to this special field.

Dr. J. Harold Williams, director of the Bureau and editor of the Journal of Delinquency, has become associated with Dr. Aaron J. Rosanoff in the organization of the Los Angeles Diagnostic Clinic for Neuro-psychiatry and Psychology.

American Education Week will this year be observed the week beginning November 18. It will be under the joint auspices of the American Legion, the National Association and the U. S. Bureau of Education. All those interested should secure a copy of the proposed program. The week is arranged with Sunday, November 18, as a "For God and Country Day." Then follow through the week American Constitution Day, Patriotism Day, School and Teacher Day, Illiteracy Day, Community Day, and on Saturday, Physical Education Day. Programs should be carried on by churches, chambers of commerce, labor organizations, women's organizations, fraternal bodies, luncheon clubs and other cooperative agencies.

"To Builders, Architects and Others who plan and construct Home Economics Departments," is the title of a pamphlet of suggestions issued by the California Home Economics Assn., Southern Section, in an attempt to prevent avoidable mistakes in building. Fifteen cents covers postage and printing. Obtainable from Miss Prudence Brown, Puente, Calif.

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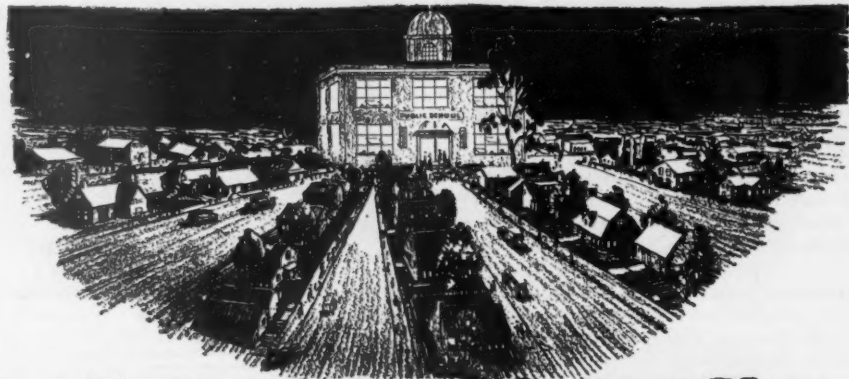
And the greatest of all forms of exercise, is WALKING. In tight, binding, stiff shoes WALKING is difficult and unpleasant. Wear CANTILEVERS and you change a hard pavement to a road of roses. You walk oftener; you walk farther. Better spirits. Better health. Each toe in its proper place. A flexible arch that holds up the foot arch; strengthens the muscles and improves circulation. And a CANTILEVER is more than comfortable. It is stylish. Fine quality. Long wear.

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Adults as well as children need educational and cultural development. A constructive program of the right kind of moving pictures is an ideal means to this end. A place where old and young can see pictures which measure up to a high standard of instruction as well as entertainment is almost a universal need.

This not only offers a big opportunity for you to influence the thought and life of the community, but through the financial support which is easily gained for such a program you can get a good moving picture equipment for classroom use without any cost to the school or to you.

The Acme S. V. E. is ideally suited to this dual use in a school. Its portability makes it easy to carry from school room to assembly hall. The Acme Standard of projection guarantees a picture fully equal to theatrical standards. This machine combines a stereopticon and moving picture projector in one. In addition to this, its exclusive gold glass shutter gives it the unique ability to stop anywhere on a film and show a still picture.

Our time payment plan will interest you. We have had extensive experience with the way other schools have met their problems. This experience is at your service. All you need to do is sign the coupon. Do it now at the very beginning of the school year.

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Name

Address..... School.....

An article on "The Value of the Dictionary in the Schoolroom," by Thomas Henry Briggs, Professor of Education, Teachers College, Columbia University, New York City, contains a series of valuable suggestions on how to use the dictionary. Among the suggestions treated are the following: The alphabet and finding words; Diacritical marks and accent; Correct pronunciation; Teaching pupils how to read definitions understandingly; Synonyms; Use of the "two-storied" dictionary page; Deviation of words, etc., etc. The article will be of value to anyone, but of especial value to teachers in leading pupils to acquire the dictionary habit." A supply of the article in pamphlet form will be sent, free of expense, by writing to G. & C. Merriam Co., Springfield, Mass.

Here are twelve greatest living American women, in the opinion of special committee of the National League of Women Voters, which was appointed to select such a list: Jane Addams, philanthropist; Cecilia Beaux, painter; Carrie Chapman Catt, politics; Anna Botsford Comstock, naturalist; Minnie Maddern Fiske, stage; Louise Homer, music; Julia Lathrop, child welfare; Florence Rena Sabin, anatomy; M. Carey Thomas, education; Martha Van Rensselaer, home economics; Edith Wharton, literature; Anna Jump Cannon, astronomy. In making public the names, the committee declared it was "humanly impossible" to know who the really greatest women in the country were, and that the selections had been made on the basis of those who had contributed most in their

Say you saw it in the Sierra Educational News

needs to the betterment of the world. The selections were made, it was explained, at the request of Senorita Mandujano, a Chilean delegate to the Pan-American conference of women at Baltimore a year ago, who desired to write about the American women for the South American women.

It will be recalled that some years ago we had the pleasure of presenting to Superintendent J. W. Linscott of Sands City, the Dean of Superintendents, a bound volume of letters, this on completion of a half century of teaching and supervision in the state. Mr. Linscott resigns from active work this year, and in so doing carries with him the best wishes of the entire teaching force of the state. He is succeeded by Professor Karl F. Adams, formerly of the Seattle Schools.

There is no special relationship between intelligence and attendance in school, according to the findings of Charles W. Odell, in Chicago Schools. His researches, published by the Bureau of Educational Research of the University of Illinois, show that "the percentage of time which a pupil attends school has a rather definite effect upon his achievement age at the end of the period under consideration. It has practically no effect upon his actual increase in achievement age unless his attendance record is very poor, in which case it lessens it for the same semester and increases it for the following one. It is fairly closely related to his average school mark for the same semester and somewhat less so to that for the following one. On the whole, the attendance appears to be a factor conditioning achievement but not so weighty a factor as many have believed."

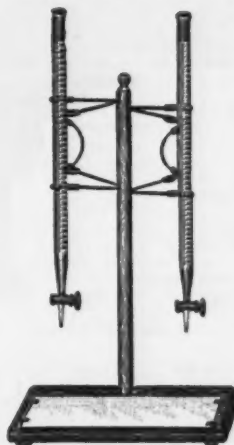
It is reported that all but four States now have permissive laws, at least, for the establishment of public kindergartens. Recent years, however, have shown astonishing progress. Thirty-two States show an increase of nearly 40,000 children enrolled. Approximately one-third of this gain is in California, Massachusetts, Minnesota, New Jersey, Michigan, Montana and Illinois have increased their enrollment by from 2,000 to 4,000. Six hundred eighty-one towns and village districts of less than 2,500 population are carrying on kindergartens in their smaller communities at public expense. This seems, at present, to be the most promising field. It is claimed that \$4,000,000 are spent on kindergartens annually.

How? Is the title of a publication issuing from the Thirtieth Street Junior High School, Los Angeles, Vol. 1, No. 1, for June. This publication is published by the faculty of the school and contains suggestions as to methods, class problems and school work generally. Its publication was inspired by Miss Helen Watson, Assistant Superintendent of Schools, Los Angeles, and this first number carries a photograph of Miss Watson upon the front page. We wish this publication every success, and are glad indeed to welcome it to our desk from month to month.

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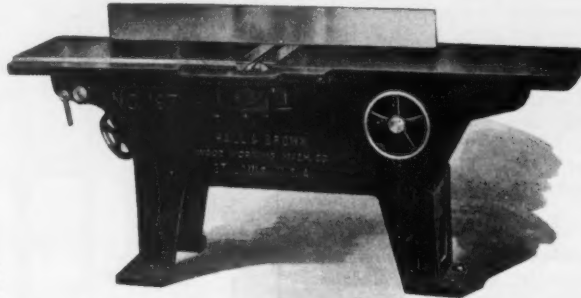
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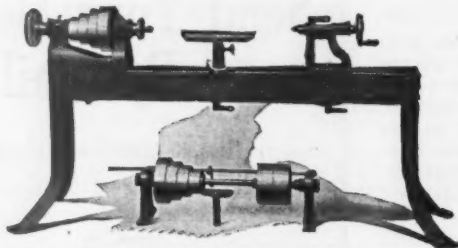
The NEW model No. 197 Hand Planer. Built in three sizes—8, 12 and 16 inch.
Equipped for either belt or direct motor drive.



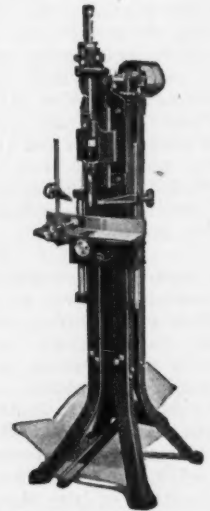
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general turning, pattern and
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Mr. J. B. Lillard, who has served so acceptably in the California State Office as Supervisor of Agricultural Instruction, has resigned to become President of the Sacramento Junior College. Mr. Lillard has made a worthy record and brings to his new position a splendid background of training and experience.

President Edward LeRoy Moore, of the San Diego Teachers' Association in an interesting two-page circular which he has issued, presents a new card method of teaching elementary arithmetic combinations. He states that the teachers who are using this method say that it takes less time and nerve force than other methods and that it holds the interest and attention of all the children in the room better than other methods. All agree that its greatest advantage, however, is the fact that it prevents the fixing of bad habits, that is, erroneous combinations in the child's mind.

One of the most notable and useful series of geographical readers prepared in recent years, according to the testimony of school people in many parts of the country, is the "Home and World Series," by James Franklin Chamberlain, formerly President of the State Normal School, Silver City, New Mexico, and Chairman of the Department of Geography, University of California, Southern Branch, Los Angeles.

This series, first issued in 1903, comprises four illustrated volumes—How We Are Fed, How We Are Clothed, How We Are Sheltered, How We Travel. (Macmillan Company). The series, which has received wide and favorable recognition, is now under revision, to bring it up to date in every particular. The volume "How We Are Fed" is just off the press, and is commendable in material, typography and binding. It comprises 200 pages and is profusely illustrated with crisp and pleasing half-tone cuts. The pictures constitute an important pedagogical feature of the book, and are skillfully correlated with the text. In the preface the author states:

"This study begins with the commodities in constant use and finally encompasses the whole world, but always with the home as the basis of operations. It creates a knowledge of the interdependence of individuals, communities and nations, and a genuine respect for the work of the hands and for the worker. The importance of this respect is not likely to be overestimated. Without it a true democracy cannot long exist. The World War opened our eyes to our national extravagance. As a result, conservation was practiced by old and young, rich and poor. The lessons learned must not be forgotten. Children must be led to see that unless we continue to conserve, succeeding generations cannot enjoy the blessings which are ours."

Realizing that national habits of thrift and conservation must come through the teaching of children, and that the study of foods, clothing, shelter and transportation offers a most natural and interesting approach, the author has revised the books of the Home and World Series with this purpose in view.

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The Western Theatre Supply Company, 121 Golden Gate Avenue, San Francisco, was recently appointed sales agents for Northern California for the Acme Portable Projector. This projector is intended for use in home, school or church. Full information will be sent on request.

The Placement Bureau of the California Teachers Association has had a busy season at its three offices,—the central office in San Francisco, the summer branch office in Berkeley, and the southern branch office in Los Angeles. A substantial volume of placement business has been transacted.

During the N. E. A. Convention large numbers of superintendents and principals visited the bureau, and state teachers association secretaries from other states took occasion to personally familiarize themselves with the operation of the California bureau, which has done notable pioneer work in this important field.

Dr. Vernon M. Cady, who has conducted an interesting and valuable series of investigations upon "Incorrigibility in Boys" recently published in monograph form under the auspices of Stanford University, has been called to the psychological department of Temple University, Philadelphia.

A great International Conservation Conference is planned for the summer of 1924, under the auspices of the Pan-Pacific Union, and to be held in Honolulu. The main emphasis will be upon the food resources of the Pacific Basin. This involves, of course, not only matters of soil, fertilizers, quarantine control, etc., but also the labor supply and the conditions surrounding agricultural labor. Here the rural schools are at once involved, as immigrant laborers, however lowly, are desirous that their children have proper schooling.

Dr. L. O. Howard, distinguished Washington Scientist, will preside. Prominent conservation workers from many Pacific lands will be in attendance. And a particularly large and notable representation is expected from California and the Pacific Coast.

Many normal schools and teachers colleges throughout the country are devoting special attention to the professional improvement of teachers in service. The true teacher is always a student, studying and testing improved technique and better methods. The State Teachers College at San Francisco is announcing a series of courses, especially designed for teachers in service, and enabling them to qualify for advanced certification. These courses have been given over a period of several years, and have proven of definite practical value to the teachers who faithfully undertook them.

Dr. W. W. Kemp, former professor of education at the University of California, later president of the State Teachers College at San Jose, has been called to the headship of the department of education of the University of California, and has taken up his new duties there.

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With the completion of its new building, and with the fine leadership which Dr. Kemp brings to his task, this department of the State University moves rapidly forward into a new epoch of expansion and service to the state and to the field of education.

The California School of Arts and Crafts was recently notified by the Director of the Academy Julian of Paris, France, that the school had been placed on the list of sixteen Art Schools of the United States to receive free scholarships in painting, drawing and sculpture to be given in the future. This recognition came to the California Institution as a result of the work done by some of its graduates while attending the French academy. The last issue of the School Arts Magazine, published in Boston, was a special Art School Number. The entire issue was devoted to a review of seven art schools and colleges of America, the California School of Arts and Crafts being one of the seven.

The Oregon School Law has provoked profound discussion and heated controversy in many places. California is watching Oregon's new and bold experiment with keen interest. Recently the New York Times, editorializing, stated in part:

An "Initiated statute of the State of Oregon, adopted at the last general election by a substantial majority, requires that all children between the ages of eight and sixteen shall attend a public school during prescribed periods covering the whole school year. Exception is only in cases of physical disability. Parents or guardians are made answerable and are penalized the sum of one hundred dollars per day in each case of dereliction, with further provision that each day's failure to meet the requirements of the law shall constitute a separate offense. While the law stands upon the statute book of Oregon in regular form, it does not come into force until January,

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1926—two and a half years from now. The effect of this law will be, if upheld by the courts, to close every private school in the state. That was its purpose, openly avowed in public discussions preceding the election.

Following the success of the Oregon campaign, similar campaigns are in the formative state elsewhere. In California and Washington movements are already planned and only await the result of a judicial test of the Oregon law. That will come. The case will ultimately come before the Supreme Court of the United States. Popular feeling in Oregon, both for and against, is intense and if the final judgment shall be to sustain the law as it stands, a revolt on the part of many will, it is predicted, take the form of abandonment of residence in Oregon."

Santa Monica, California, voted its recent school bond issue, on a 21% vote, by a majority of 4 to 1. If it had not been school vacation time it probably would have carried by 7 to 1. No one attempted to make a case against the issue. The negative vote, according to a recent report, simply signified the percentage of the population that is unwilling to be taxed for the support of the public schools.

As an example of the succinct presentation of local school needs, used in the publicity material during the campaign, the following excerpt may be given:

"In the past four years the school enrollment has increased 84% in the kindergartens, 84%

in elementary schools, and 95% in high schools. What is to be done with the increased school population if additional school rooms are not provided?

"Last year the Santa Monica School Department had to care for 2,368 more pupils than were enrolled four years ago. Present facilities are not sufficient to provide for present enrollment. What is to be done with the increased number of pupils in the next four years if additional school rooms are not now provided?

"The new Lincoln Junior High School at Fourteenth Street and California Avenue has a school site of two city blocks, or about ten acres. The main or central building is now under construction at a cost of \$166,140. The school will not be available for use as a junior high school until additional buildings are provided to care for the shops, domestic science, music, auditorium, cafeteria, girls' gymnasium, furniture, equipment and improvement of the playgrounds. All these matters are provided for in the proposed bond issue."

The Bible in the Public Schools has been a fruitful source of controversy over many decades and in many places. Mr. William R. Hood, specialist in school legislation, U. S. Bureau of Education, has performed a genuine service of large value in preparing a digest of legal status and current practice. (U. S. Bureau of Education, Bulletin 1923, No. 15, 13 pp.) School officers will find this a useful guide. The following excerpts will indicate the scope and principal findings of the survey:

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The material here presented has been brought together for publication in response to a very considerable demand for information relative to the use of the Bible in our public schools. This demand has been evidenced in recent years by many letters addressed to the Bureau of Education and designed to ascertain what laws the several states have on the subject and what the practice is with respect to Bible reading in the schools of the country.

The writer makes no argument for or against the use of the Bible in the public schools nor is any attempt made to prove the soundness or fallacy of any argument or opinion quoted. To show the legal status of Bible reading in the schools of each State, however arrived at, and something of the practice under such law as exists, whatever that practice may be, is the writer's objective.

On examination of the detailed data it will be seen that six states require that a portion of the Bible be read daily in their schools; six other states specifically permit by law the reading of the Bible in the public schools; in nineteen states and the District of Columbia the law is silent on the subject, and under general terms of the law Bible reading is construed as permissible; in five states, whose laws otherwise contain no specific provision on the subject, the courts have rendered opinions favorable to Bible reading. In Michigan and California

the matter is at present somewhat in doubt. The Michigan Supreme Court held, in a particular case before it, that the reading of Bible stories emphasizing "moral precepts" was not unconstitutional, if the reader made no comment and pupils were permitted to absent themselves, but the court went no further in some other aspects of the matter. A case involving Bible reading in the schools is at present pending in the Supreme Court of California. Massachusetts has both a statute requiring Bible reading and a favorable court decision.

There remain ten states, and in these it is not permissible to read the Bible at stated times in the public schools. Of these states three have Supreme Court decisions adverse to such reading, and in the remaining seven an opinion of the State Superintendent of Public Instruction, Attorney General, or other authoritative construction has barred the Bible from the schools.

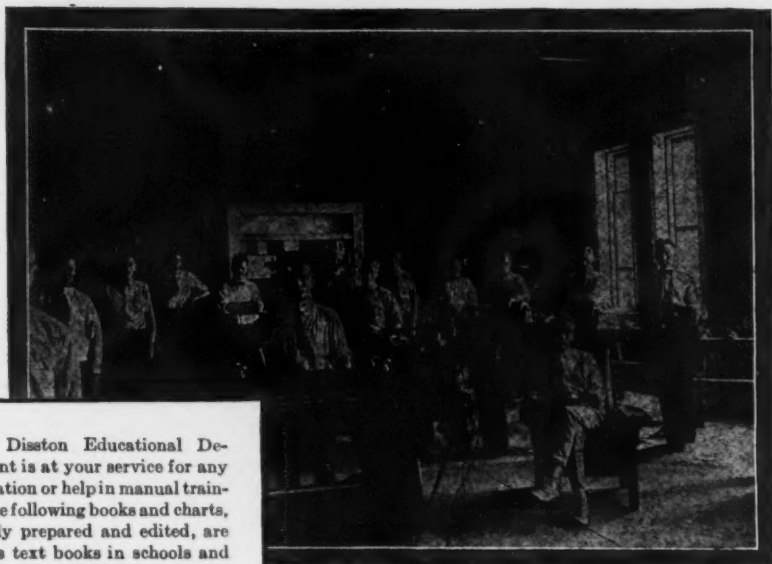
The Pan-Pacific Union was well represented in the World Conference on Education, and held an excellent series of section meetings dealing with Pacific problems. California teachers will be interested in the reports of these meetings, as the racial situation and geographic location of California make it an integral part of all pan-Pacific educational problems. California's racial groups from China, Japan, the Philippines, Hawaii, Mexico, Armenia, Argentine and other countries bordering on the Pacific, give her populace a cosmopolitan coloring. It is the American public school system that is to bring up these American-born children of many racial ancestries, into the full heritage and solemn responsibilities of American citizenship.

The elementary pupils of Crockett, California, will move into the splendid new school plant November next. The new building, now nearing completion, at a cost of \$240,000, is a U-shaped, two-story building, with concrete corridors and inclines. There are 24 classrooms; an auditorium seating 800; a beautiful open court with balcony and spectators' gallery. The court will be used for many outdoor affairs. The design of court and balconies is stated to be the first of its kind in California school buildings, and is credited to County Superintendent Hanlon. The building will be finely equipped and is located on a ten-acre tract between Valona and Crockett. Mr. George A. Johnson, District Superintendent, has a teaching corps of twenty. Six hundred elementary pupils will have the advantages of the new school. Crockett is to be congratulated.

At the tenth annual convention of the National Association of Teachers' Agencies, at which forty teachers' agencies were represented, E. T. Housh of Des Moines was elected president, and C. W. Carey of Hartford, Conn., was elected secretary. This Association is composed of fifty-six of the leading teachers' agencies in the United States. All members are required to subscribe to its platform and code of ethics.

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THE introduction to "Some Industrial Art Schools of Europe and Their Lessons for the United States" (Bulletin, 1922; No. 48), recently issued by the Bureau of Education, Washington, D. C., contains this striking statement:

"DRAWING is the foundation of all manufacture. Whether it is the making of a tiny screw or a public building, a letterhead, or a piece of brocade, the 'man behind the pencil' is as important in the industrial struggle as the 'man behind the gun' in the military war. An industrial country, such as the United States, therefore requires a great many skilled designers and craftsmen."

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